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# Differential Effects of Counseling of Prospective Graduates in Selected Junior Colleges of a Multi-Campus Urban Junior College System

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DIFFERENTIAL EFFECTS OF COUNSELING  
OF PROSPECTIVE GRADUATES IN SELECTED  
JUNIOR COLLEGES OF A MULTI-CAMPUS  
URBAN JUNIOR COLLEGE SYSTEM

by

Wesley E. Soderquist

A Dissertation Submitted to the Faculty of the School of Education  
of Loyola University in Partial Fulfillment of the  
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## CHAPTER I

### INTRODUCTION

...An excellent junior college is one which takes students of the most diverse abilities and develops their talents, whatever they may be, to the fullest. Until there exists more precise conceptions of the value of various types of human contributions to a democratic society, no institution ought to be ashamed to serve some students of modest academic ability or mediocre high school record.<sup>1</sup>

The educational goals of individuals attending a junior college are as varied as the purposes of a junior college.<sup>2</sup> One student may achieve his goal by the completion of only one course. Another student might need additional technical skills which two or three courses might give him. Some students may

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<sup>1</sup>Michael Brick, Forum and Focus for the Junior College Movement (New York: Teachers College, Columbia University, 1964), p. 195.

<sup>2</sup>A more current and accurate term is "Community College" or "Community/Junior College." However, most of the literature surveyed for this dissertation used the term "Junior College." Therefore, the manner in which it is used in the reference literature will determine its use in this dissertation.



not even have to complete a course (e.g. typing, shorthand, etc.) in order to achieve their objectives. For these individuals, the junior college has fulfilled its purpose. It has met the particular and immediate needs of these students. However, approximately two-thirds of junior college students announce that their intention is to complete a two-year degree and, subsequently, transfer to a senior college.<sup>3</sup> It is estimated that less than one-third of the graduates actually continue their education beyond the junior college level.<sup>4</sup> However, some recent evidence suggests that two-year colleges may be raising baccalaureate aspirations among those students who originally planned to obtain less than a Bachelor's degree.<sup>5</sup> Clark termed the students enrolled in college parallel programs who planned to transfer but never actually did transfer to senior institutions "latent terminals".<sup>6</sup> According to Clark's study, such students

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<sup>3</sup>Leonard T. Baird, James M. Richards, Jr., and Linda R. Shevel, A Description of Graduates of Two-Year Colleges, ACT Research Report 28, January, 1969 (Iowa City, Iowa: American College Testing Program, 1969), p. 13.

<sup>4</sup>Ibid., p. 14.

<sup>5</sup>James Carmody and Linda Shevel, "Two Year Follow-up of Responses to Selected Biographical Inventory Items Among Junior College Students," Journal of College Student Personnel, 13 (March, 1972), 126-28.

<sup>6</sup>Burton R. Clark, The Open Door College, (New York: McGraw Hill, 1960), p. 68.

comprise 50% of all students enrolling at San Jose Junior College. These San Jose students according to Clark appear to be fairly typical of community colleges in general.<sup>7</sup>

### Characteristics of Junior College Students

Typically, junior college students have been described as somewhat less able, academically, than freshmen and sophomores in four-year colleges.<sup>8</sup> Cooley and Becker report from an assessment of Project TALENT, that, with respect to academic aptitudes, junior college students, both men and women, resemble those who do not attend college more than they do four-year college students.<sup>9</sup> They found, however, with respect to socio-economic variables, junior college students are more like four-year college students than they are like high school graduates who did not enter college.

Cross reports, in a comprehensive review of published and unpublished junior college research, that junior college students

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<sup>7</sup>Ibid., p. 163.

<sup>8</sup>Donald P. Hoyt and Leo Munday, Academic Description and Prediction in Junior Colleges, ACT Research Report 10, February, 1966 (Iowa City, Iowa: American College Testing Program, 1966), p. 1.

<sup>9</sup>W. W. Cooley and S. V. Becker, "The Junior College Student," Personnel and Guidance Journal, 44 (January, 1966), 464-69.

on the whole, are less able than students who attend four-year colleges; they come from lower socio-economic homes; they give a high priority to the low cost of the junior college; they are concerned with upward mobility; they are more practically-oriented and less intellectually disposed than four year college students; and many see the potential of increased income as the primary reason for college attendance.<sup>10</sup> Cross is also concerned about the lack of information on the personality characteristics of junior college students.<sup>11</sup> According to Edmund Gleazer, the Executive Secretary of the American Association of Community and Junior Colleges, the junior college student has lower educational and occupational aspirations than the student who begins his education in a four-year college. He also indicates that fewer than half of the students in junior colleges are enrolled on a full-time basis, and that two-thirds of the full-time students in public junior colleges are freshmen.<sup>12</sup> Collins observes that

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<sup>10</sup>K. Patricia Cross, The Junior College Student: A Research Description (Princeton: Educational Testing Service, 1968) 47-53.

<sup>11</sup>Ibid., p. 32.

<sup>12</sup>Edmund J. Gleazer, Jr., "Junior College Development: A Factor in Planning," College and University, 43 (Summer, 1968), 376-89.

junior college students usually come from the lower-middle class, are uncertain about their values and their vocational goals, are poorly motivated and are poorly prepared in the basic skills of reading, composition and mathematics.<sup>13</sup> According to Collins, they look favorably on something that "pays off" in the end, but they do not enjoy the intrinsic pleasures of learning and knowledge. They seem to be prone to discouragement, failure, and withdrawal. Collins feels that the remedy for these ills lies in effective counseling.

Brue, et al., feel that many students attend the community college as a second choice.<sup>14</sup> The ease of admission and low tuition costs common to most community colleges probably combine to attract some students without strong commitment to specific career goals and who are, therefore, in need of extensive counseling. Through necessity, most junior and community college students are employed (estimated at between

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<sup>13</sup>Charles C. Collins, "Critical Problems of Students," Junior College Journal, 36 (April, 1966), 32-36.

<sup>14</sup>Eldon J. Brue, Harold B. Eugen, and E. James Maxey, How Do Community College Transfer and Occupational Students Differ?, ACT Research Report 41, February, 1971 (Iowa City, Iowa: American College Testing Program, 1971), p. 7.

one-half and two thirds), and continue their education at the same time.<sup>15,16</sup>

Many of the Chicago City College (CCC) students, however, as do most junior college students, attend college because the opportunity is available for a low-cost education close to their home.<sup>17</sup> Many of these students enter the CCC with poor academic backgrounds and low ability. Associated with these characteristics are, usually, unrealistic goal settings and levels of aspiration. Simon has described this as a conflict which generates a discrepancy between aspiration and achievement, and she sees a crucial function of the junior college to be that of assisting the individual to adjust his level of aspiration to his abilities.<sup>18</sup> She and others, label this the "cooling-out

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<sup>15</sup>Cross, op. cit., p. 32.

<sup>16</sup>J. M. Richards, Jr., J. L. Holland and S. W. Lutz, "The Assessment of Student Accomplishment in College," Journal of College Student Personnel, 8 (July, 1967), 360-65.

<sup>17</sup>Baird, op. cit., p. 2.

<sup>18</sup>Lora S. Simon, "The Cooling Out Function of the Junior College," Personnel and Guidance Journal, 45 (June, 1967), 973-78.

function."<sup>19</sup> Riendeau, in an interesting computer analysis of characteristics of California junior and community college students, observed recurring patterns of association among groups of items. Eight patterns which emerged were: (1) students with majors in Engineering, (2) those with English grades below "C," (3) those with English grades of "B" or above, (4) those indicating that they believed few of their teachers the previous year to be superior, (5) those choosing a teaching or school administration career, (6) those whose fathers had less than an 8th grade education, (7) those on academic probation, and (8) those who had won an award for citizenship or leadership.<sup>20</sup> Whitfield found that many California junior college graduates made independent decisions, not relying on high school counselors,

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<sup>19</sup>The phrase "cooling out," in the descriptive context of a junior college function, was probably first used by Clark in:

Burton R. Clark, "The 'Cooling Out' Function in Higher Education," American Journal of Sociology, 65 (1960), 569-76; however, Simon's article refers to a discussion by Goffman, in which a process or "cooler" is utilized for redefining the self. This article appeared in:

E. Goffman, "On Cooling the Mark Out: Some Aspects of Adaptation to Failure," Psychiatry, 15 (November, 1952), 451-63.

<sup>20</sup>Albert J. Riendeau, "Who Really Goes to Junior Colleges?," California Journal of Educational Research, 18 (November, 1967), 208-18.

while still in high school to attend a junior college near their home.<sup>21</sup> These students also tended to choose their apparent occupational objectives after high school graduation. Many changed from a college transfer program to a terminal program after entrance into junior college.<sup>22</sup> The author of this dissertation has observed frequent changes from liberal art "transfer" programs to occupational "terminal" programs. Occasionally, the reason given by the student would be represented by a statement such as, "Aviation is much more exciting than Pharmacy."

Ellish, using a rather small sample, reported a clear relationship between the attitudes a student has toward an educational institution and his academic performance at that institution. The attitudes of junior college students toward their collegiate institutions were found to be considerably less

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<sup>21</sup>Edwin A. Whitfield, "The Junior College Student: A Description," The School Counselor, 16 (March, 1969), 282-86.

<sup>22</sup>The phrase "terminal program" is traditionally used in the literature for descriptive purposes. The author of this dissertation feels that it should not be used because of its negative connotation. A more acceptable phrase is "occupational program." Neither term is specifically useful in the context of a program designed to fit the needs and goals of the individual. The author feels that what is most important is to recognize the student's right to be either "terminal" or "transfer" in either type of program depending upon the student's achievement, abilities, and changing interests.

positive than the attitudes of four-year college students toward their colleges.<sup>23</sup>

In a recent preview summary of a report of the National Advisory Council on Education Professions Development, the community-junior college student was described in the following manner:

"Junior college and community college students come from every walk of life. They are young, middle-aged, and old. They comprise all races and national origins. Most of them probably would never have seen the inside of a college classroom had not a two-year college been spawned in their immediate locale. The two-year colleges have brought together a somewhat incongruous assortment of classmates. It is not unusual to see a mini-skirted teenager studying alongside a middle-aged working man. Or a mother and son pursuing a two-year associate degree in the same program. Or a uniformed policeman trying to order his lecture notes . . . Who is the junior college student? The student is a housewife whose educational career was interrupted by marriage and family. Or a bright but poor youngster who works and studies while living at home. The student is a ghetto kid with limited opportunities, or a youngster whose middle-class family wants him closer to home for a couple of years before sending him away to the big university. The student may even be a local physician attempting to catch up on new information about drugs in an evening course or in a Saturday class. Perhaps the only answer is that the student is one of over two and one-half million people who are

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<sup>23</sup>Arthur D. Ellish, "The Effects of Attitude on Academic Achievement," Junior College Journal, 39 (March, 1969), 120-22.



lapping up everything these colleges can put out.....The community/junior college student is Everyman. He is John Q. Public. His is the "constituency" for every public official....."<sup>24</sup>

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<sup>24</sup> National Advisory Council on Education Professions Development, Report of the Council, People for the Peoples College - A Summary (Washington, D.C., 1972), p. 4. This is a preview summary report of a 215 page report scheduled for publication in October, 1972.

## STATEMENT OF THE PROBLEM

For the past several years, about 70 per cent of the students of the City Colleges of Chicago, some 33,000 to 39,000 have stated the aspiration of graduation, i.e., receiving the two-year degree.<sup>25</sup> The number of graduates between 1964 and 1971 attaining Associate Degrees or Diplomas averaged only 1427 graduates per year or approximately 4 per cent of enrolled students.<sup>26</sup>

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<sup>25</sup>Division of Institutional Research and Evaluation, City Colleges of Chicago, "Chicago City College Students-Research and Evaluation Reports," Chicago, October 25, 1966. (Mimeographed.)

<sup>26</sup>Diplomas are awarded to those students who have completed 60 college credit hours but have not met the specific requirements for the Associate Degree.

TABLE 1

CITY COLLEGES OF CHICAGO GRADUATES

| Year | Associate Degree<br>Graduates | Diploma<br>Graduates | Total<br>Graduates | Total<br>Students <sup>a</sup> |
|------|-------------------------------|----------------------|--------------------|--------------------------------|
| 1964 | 817                           | 151                  | 968                | 33,291                         |
| 1965 | 960                           | 237                  | 1197               | 36,478                         |
| 1966 | 931                           | 317                  | 1248               | 34,505                         |
| 1967 | 1267                          | 406                  | 1673               | 36,226                         |
| 1968 | 1093                          | 400                  | 1493               | 36,232                         |
| 1969 | 964                           | 421                  | 1385               | 36,252                         |
| 1970 | 1151                          | 459                  | 1610               | 39,153                         |
| 1971 | 1458                          | 403                  | 1861               | 36,654                         |

<sup>a</sup>The approximate ratio of part-time students to full-time students is 2 to 1.

Despite the fact that nearly one-third of the approximately 35,000 students of the CCC in any given year will have achieved 30 credit hours or more of college work, only about 3 per cent of these students will graduate within an additional period of one year.<sup>27</sup> A longitudinal study conducted by the author of this dissertation resulted in identifying only 4 students out of 372 original full-time freshmen students who

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<sup>27</sup>Division of Institutional Research and Evaluation, "Chicago City College Students-Research and Evaluation Reports," p. 7.

completed the requirements for the Associate Degree in two years at the author's college.<sup>28</sup> It is the hypothesis of this dissertation that substantially more than the approximately 1400 annual graduates from the City Colleges of Chicago could be graduated if an effective, well-planned intensive counseling program was provided for its students. This counseling program should identify vocational interests, explore personality characteristics, and determine those courses which meet degree requirements. The regulations concerning requirements for the two-year Associate in Arts or Associate in Science Degree should be thoroughly discussed with each counselor at each college.<sup>29</sup>

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<sup>28</sup>Wesley E. Soderquist, "Follow-up of Full-Time Freshment Students, 1964-1966," Unpublished research study, Bogan College, 1966), p. 15.

<sup>29</sup>The City Colleges of Chicago consists of seven colleges, each having relative autonomy, with a central catalog that spells out the requirements for graduation in the various degree and diploma programs.

## OBJECTIVES OF THE RESEARCH

The primary objective of this study is to establish the effects of an intensified counseling program on those students who were eligible to receive the two-year degree during the period of the year in which this study took place. It was hypothesized that this program would enable these students to achieve their primary junior college goal of earning the two-year degree.

Some of the major objectives of the intensified counseling program were:

- (1) to enable each student to gain a more realistic appraisal of his abilities, interests, attitudes, and achievement.
- (2) to aid each student in the setting of realistic goals compatible with his abilities.
- (3) to aid each student in the improvement of study skills, utilizing such techniques as independent study.
- (4) to assist each student to make periodic evaluation of his progress.
- (5) to help each student reconcile his junior college achievements with the requirements of senior institutions.

## NEED AND SIGNIFICANCE OF THE STUDY

The author of this dissertation regards the counseling function as equal in importance to instruction in the junior college since a very large number of students enter the junior college with neither a clear notion of what they hope to achieve nor a realistic assessment of their ability to achieve the various objectives open to them. Brue, et al., states the following; "...the fact that community college students tend to 'warm up' suggests the importance of providing individual and group counseling and faculty advising services throughout a student's enrollment."<sup>30</sup> Knoell and Medsker found that persistence and on-time graduation was significantly related to choice of major.<sup>31</sup> Hedlund determined that the amount of student personnel services and the amount of counseling services available, measured by a ratio of staff to students, has a strong positive effect or negative, if inadequate, on the proportion

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<sup>30</sup>Brue, op. cit., p. 9.

<sup>31</sup>Dorothy M. Knoell and Leland L. Medsker, Factors Affecting Performance of Transfer Students from Two-to Four year Colleges: With Implications for Coordination and Articulation, USOE Cooperative Research Project No. 1133, 1964 (Berkeley, California: Center for Research and Development in Higher Education, 1964), p. 32.

of students completing a program of study.<sup>32</sup> DeVolder, in administering a counselor function inventory to 75 students and their counselors, discovered that the registering and scheduling of students and the checking of credits for graduation or transfer were perceived as important counselor functions by students, but that counselors did not perceive them as important.<sup>33</sup> Jones feels that, in tight budget situations, laymen and faculty should be carefully trained to do the kind of academic advising described above.<sup>34</sup> Sheffield and Meskill have recently pointed out the "pragmatic" necessity of training faculty advisors.<sup>35</sup>

Personal experience has made the author acutely aware of the inadequacy of counseling programs in junior colleges today. Yet college administrators and board members need to be convinced of the contribution that counseling can make to the

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<sup>32</sup>Dalva E. Hedlund, An Evaluation of Counseling and Related Services in New York State Two-year Colleges, Author Abstract, ERIC Document ED 022 229, June 1968 (Cornell University, 1968)

<sup>33</sup>John P. De Volder, "Community College Students Define Counselor Role" (unpublished report, ERIC Research in Education Abstract ED 030 411, 1969)

<sup>34</sup>Twyman Jones, "The Counselor and His Role," Junior College Journal, 40 (April, 1970), 10-14.

<sup>35</sup>Wesley Sheffield and Victor P. Meskill, "Faculty Adviser and Academic Counselor: A Pragmatic Marriage," Journal of College Student Personnel, 13 (January, 1972), 28-30.

total educational experience of the students. Leland Medsker, a former dean at Wright College of the City Colleges of Chicago, discussed this problem:

....There was general evidence that administration and boards of control had not put student personnel services on a par with instruction and that all too often insufficient budget appropriations had been made to insure a full range of such services.<sup>36</sup>

Blocker and Anthony estimate that one-half of the students enrolling as transfer students in community/junior colleges drop out. They suggest more intensive counseling as a procedure which will enable these students to make a more realistic assessment of their abilities. The study also indicates that these students should become acquainted with the variety of programs, which, in addition to the more restrictive program that leads to the baccalaureate degree, are available to them.<sup>37</sup> Christie, in an excellent critique of college attrition studies, urges a note of caution for those attrition analysts who view the "dropout" as a person who has left higher education

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<sup>36</sup>Leland Medsker, The Junior College: Progress and Prospect, (New York: McGraw Hill, 1960) p. 26.

<sup>37</sup>Clyde E. Blocker and Donald M. Anthony. "Social Status and Prestige in the Selection of Program of Study in the Community Junior College," Personnel and Guidance Journal, 46 (June, 1968), 1005-9.



permanently.<sup>38</sup> Astin also supports Christie's position in an American Council on Education study which indicates that national dropout rates are somewhat lower than have been suggested in other recent reports.<sup>39</sup> The four-year study made by Astin shows that many junior college students transfer and are still enrolled at the end of four years, or at that point have graduated from a second institution. Despite his findings on the lowered actual attrition, Astin is critical of the two-year colleges in terms of realized and unrealized expectations. Astin observed:

"When one considers that nearly 90 per cent of all two-year college students expected to obtain at least the associates degree when they entered college, but that 60 per cent left their first college without having received the degree, and that fewer than half of these even requested that their transcripts be forwarded to a second institution, it may certainly be said that unfilled expectations are the rule rather than the exception among two-year college students."<sup>40</sup>

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<sup>38</sup>Roberta Christie, "College Attrition Studies: A Critique," Illinois Guidance and Personnel Association Quarterly, 27 (Spring, 1968), 6-9.

<sup>39</sup>Alexander W. Astin, College Dropouts: A National Profile, ACE Research Report 7, February, 1972 (Washington, D.C.: American Council on Education, 1972), p. 13.

<sup>40</sup>Ibid., p. 13.

It is hoped that this study will be an important step in providing specific information which can be used to gain support for counseling programs. This study, therefore, has importance not only for the City Colleges of Chicago and the Illinois Junior and Community College system, but for all those two-year and four-year colleges who are struggling with the problem of gaining support for counseling programs.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

An intensive survey of the Junior College Journal from 1940 to 1972 was conducted in an effort to identify trends in junior college counseling services.

#### Junior College Counseling Services

Early articles by both Collins and Greenshields, et al., advocated an extensive use of faculty members in a counseling capacity.<sup>1,2</sup> The more perceptive articles, however, much more precisely define the counseling service provided by faculty members as academic advising.<sup>3</sup> The Junior College Journal seems

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<sup>1</sup>R. T. Collins, "The Instructor as a Counselor," Junior College Journal, 11 (April, 1941), 458-60

<sup>2</sup>Myrel J. Greenshields, Frank B. Linsay, and William H. Crawford, "Junior College Teachers as Guidance Workers," Junior College Journal, 29 (March, 1959), 366-73.

<sup>3</sup>Bernie W. Stehr, "Development of an Adequate Faculty Advisor Service," Junior College Journal, 27 (February, 1957), 194-96.

to attempt to give the reader the impression that counseling is both adequate and innovative in the junior colleges. Decentralization of counseling, elaborate referral systems, and foundations for counseling programs are described in highly optimistic fashion.<sup>4,5,6,7</sup>

Other authors, however, describe junior and community college counseling services as a counseling "wasteland."

T. R. McConnell, of the University of California, who headed a national advisory committee and steered a Carnegie-supported two-year study of such programs, stated that junior college student personnel programs are woefully inadequate.<sup>8</sup> Charles Collins admits that junior college counseling leaves much to be desired,

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<sup>4</sup>James Harvey, "The Counseling Approach at Harper College," Junior College Journal, 38 (October, 1967), 38-40.

<sup>5</sup>Donald F. Tweedie, "A Referral Program in a Junior College Guidance Pattern," Junior College Journal, 32 (March, 1962), 416-22.

<sup>6</sup>Arthur E. Traxler, "Establishing a Functional Guidance Program in a Junior College," Junior College Journal, 22 (February, 1952), 309-20.

<sup>7</sup>A. J. Brumbaugh, "Better Student Personnel Services in Junior Colleges," Junior College Journal, 21 (September, 1950), 37.

<sup>8</sup>Charles C. Collins, Junior College Student Personnel Programs: What They Are and What They Should Be. (Washington, D.C.: American Association of Junior Colleges, 1967) p. iii

particularly in the area of student-counselor ratio.<sup>9</sup> Raines, the staff director of the report to the Carnegie Foundation, estimates conservatively that a half-million junior college students are being deprived of adequate opportunities for counseling.<sup>10</sup> Raines demonstrates that adequate guidance and counseling is provided in fewer than 50 per cent of the junior colleges, and that adequate career information is extremely rare in these institutions. Johnson has observed that junior colleges in the State of Illinois are not providing adequate counseling services to meet student needs.<sup>11</sup> Raines also maintains that a stepped up program of recruitment of junior college counselors must be achieved since it is his opinion that the ultimate success of the comprehensive concept of higher education rests upon adequate counseling.<sup>12</sup> Knoell and Medsker are of the opinion that junior college administrators and board members need to be convinced of the contributions which counseling can

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<sup>9</sup>Charles Collins, "Junior College Counseling, a Critical View," Personnel and Guidance Journal, 42 (June, 1965), 546-60.

<sup>10</sup>National Committee for Appraisal and Development of Junior College Student Personnel Programs, Junior College Student Personnel Programs: Appraisal and Development. (Washington, D.C.: American Association of Junior Colleges, 1965)

<sup>11</sup>James J. Johnson, "Personnel Services in Illinois Junior Colleges." Journal of College Student Personnel Services, 7. (July, 1966), 236-40.

<sup>12</sup>Max Raines, "The Student Personnel Situation," Junior College Journal, 36 (February, 1966), 6-8.

make to the total educational experience of the students, given adequate financial support and appropriately trained staff.<sup>13</sup> They also reported that students complained about lack of assistance from counselors in working through their motivational problems, including frequent disappointment in their chosen major or profession, conflicting values, and personal problems. According to Blocker, et al., one of the major reasons students attend junior college as freshmen is their lack of motivation or uncertainty about their interests in or capability for baccalaureate degree programs.<sup>14</sup> Epperson feels that under-prepared junior college staff members will probably not be sensitive to the unique needs of junior college students, particularly those in vocational and remedial programs.<sup>15</sup> Glendy and Cople emphasize the need to understand the differences in community college philosophy, program and personnel that must be designed

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<sup>13</sup>Dorothy M. Knoell and Leland L. Medsker, From Junior College to Senior College: A National Study of the Transfer Student (Washington, D.C.: American Council on Education, 1965), p. 97.

<sup>14</sup>Clyde E. Blocker, Robert Plummer, and Richard Richardson, The Two Year College: A Social Synthesis (New York: Prentiss Hall, 1965), p. 121.

<sup>15</sup>David C. Epperson, "Counseling Junior College Bound Students," Journal of the Association of College Admissions Counselors, 12 (No. 3, 1967), 6-8.

to meet the individual and collective needs of students entering those colleges.<sup>16</sup>

### Effects of Counseling Programs

The effects of counseling programs are identified as having varying degrees of success. Richardson and Winborn in senior college studies found that no significant difference in average grades resulted when counseled and non-counseled groups were compared.<sup>17,18</sup> Brown, however, found significant differences in grades when counseled and non-counseled students were compared.<sup>19</sup> Rose has demonstrated that, among four-year college students, counseling can be a significant deterrent to dropping out.<sup>20</sup> Gilbreath, along with Dickenson and Truax,

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<sup>16</sup>David G. Glendy and Richard B. Cople, "Characteristics of Community/Junior College and University Counselors as Measured by the SVIB," Journal of College Student Personnel, 13 (March, 1972), 136-39.

<sup>17</sup>LaVange H. Richardson, "Grade Patterns of Counseled and Non-Counseled Students," Journal of Counseling Psychology, 9 (September, 1962), 347-52.

<sup>18</sup>Bob Winborn, "Effectiveness of Short Term Guidance with a Group of Transfer Students Admitted on Academic Probation," Journal of Educational Research, 58 (July-August, 1965), 463-65.

<sup>19</sup>William F. Brown, "Student to Student Counseling for Academic Adjustment," Personnel and Guidance Journal, 43 (August, 1965), 811-17.

<sup>20</sup>Harriet Rose, "Reduction and Prevention of Freshmen Attrition," Journal of Counseling Psychology, 9 (September, 1962), 399-401.

conducted group counseling which resulted in significant increases in grade point averages among male under-achievers.<sup>21,22</sup> Three terms after which the counseling was attempted, Gilbreath's study showed only slight gains in GPA for the counseled group that had earlier shown significant gains in GPA.<sup>23</sup> Katahn, et al., had excellent results using group counseling on students with high test anxiety.<sup>24</sup> In an interesting study that exposed students to a combination of group and individual counseling, coupled with a ten week "incubation period" for the counseling to "take effect," Mezzano produced a significantly higher grade point average with underachievers.<sup>25</sup> Ewing and Gilbert tested

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<sup>21</sup>Stuart H. Gilbreath, "Group Counseling with Male Under-achieving College Volunteers," Personnel and Guidance Journal, 45 (January, 1967), 469-76.

<sup>22</sup>Walter A. Dickinson and Charles B. Truax, "Group Counseling with College Underachievers," Personnel and Guidance Journal, 45 (November, 1966), 243-47.

<sup>23</sup>Gilbreath, op. cit., p. 476.

<sup>24</sup>Martin Katahn, Stuart Stenger and Nancy Cherry, "Group Counseling and Behavior Therapy with Test-Anxious College Students," Journal of Consulting Psychology, 30 (December, 1966), 544-49.

<sup>25</sup>Joseph Mezzano, "Group Counseling with Low Motivated Male High School Students -- Comparative Effects of Two Uses of Counselor Time," Journal of Educational Research, 61 (January, 1968), 222.



the effects of counseling on academic performance of superior college freshmen.<sup>26</sup> In their experiment, counseled students received significantly higher GPA's than did the control group. Roth, et al., demonstrated that group counseling for two one-hour sessions per week for a semester was effective in helping 52 failing college students (freshmen, sophomores, juniors and seniors) improve their academic achievement.<sup>27</sup> Ryan tested the use of reinforcement counseling in a residence hall setting to improve study habits, attitudes toward study, and academic achievement.<sup>28</sup> Subjects in the reinforcement groups had significantly higher study habits inventory scores, and a higher adjusted mean GPA. Significant changes in attitude toward studying were not found. An interesting aspect of this study was that a significant correlation was not found between the counselee's perception of counselor effectiveness and counseling

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<sup>26</sup>Thomas N. Ewing and William M. Gilbert, "Controlled Study of the Effects of Counseling on the Scholastic Achievements of Students of Superior Ability," Journal of Counseling Psychology, 14 (May, 1967), 235-39.

<sup>27</sup>Robert M. Roth, Hans O. Mauksch, and Kenneth Peiser, "The Non-Achievement Syndrome, Group Therapy, and Achievement Change," Personnel and Guidance Journal, 46 (December, 1967), 393-98.

<sup>28</sup>T. A. Ryan, Effectiveness of Counseling in College Residence Halls on Students' Study Behavior, Cooperative Research Project No. 3269, (Corvallis: Oregon State University, 1967), p. 1.

outcome as measured by the various criteria tests. Thelen and Harris provided counseling for 127 underachieving college students.<sup>29</sup> The therapy groups experienced significantly greater GPA change than the control group. This study also explored the relationship between personality variables and various counseling treatments aimed at improving academic performance. Ryan in another study with community college students demonstrated that both group reinforcement counseling and evaluated simulation materials such as programed vocational materials, films, and career-day activities, were significantly more effective than control procedures in promoting vocational decision-making and knowledge of sources of personal data and occupational information.<sup>30</sup> Hill and Grienecks studied 500 University of Texas students who had requested and received educational and vocational counseling.<sup>31</sup> These students did not

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<sup>29</sup>Mark H. Thelen and Charles S. Harris, "Personality of College Underachievers Who Improve with Group Psychotherapy," Personnel and Guidance Journal, 46 (February, 1968), 561-66.

<sup>30</sup>T. A. Ryan, Effect of an Integrated Instructional Counseling Program to Improve Vocational Decision-Making of Community College Youth, Cooperative Research Project No. HRD 413-65 5-0154 (Corvallis: Oregon State University, 1967) p.1.

<sup>31</sup>A. H. Hill and L. Grienecks, "Criteria in the Evaluation of Educational and Vocational Counseling in College. Journal of Counseling Psychology, 13 (Summer, 1966), 198-201.

show higher grade-point averages or a higher proportion of graduates than a control group matched on aptitude test scores. Burck and Cottingham used counselor judgments to effect positive results with counseling low-ability, high-aspiring college freshmen.<sup>32</sup> The students used pre-and post-counseling questionnaires, completed an interest inventory and took the California Test of Personality.

#### Additional Positive Counseling Results

Additional positive outcomes of counseling effort were found by Campbell, with reference to higher graduation rate, honors and advanced degrees; Shepherd, in generating a higher graduation rate; Abel, who developed greater persistence and higher grade point averages; Guller, who found increases in stability of self-concept; Aughinbaugh, with increased persistence, academic achievement, and goal motivation of those who received either individual or group counseling; Hoyt, finding that vocational objectives were significantly more realistic than those stated by a non-client control group; Gonyea, determining that the overall increase in appropriateness of vocational choice was highly significant; and, Hendrix, reporting a significantly higher achievement in a specifically advised group

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<sup>32</sup>Harmon D. Burck and Harold F. Cottingham, "The Effects of Counseling Low-Ability, High-Aspiring College Freshmen," Journal of College Student Personnel, 6 (September, 1965), 279-83.

over those advised by regular faculty advisers<sup>33,34,35,36,37,38,39,40</sup>

Significant Differences Lacking in Some Studies

Additional studies that were found to be lacking in successful outcomes (i.e. significant differences in GPA, retention, etc.) were those by Hill and Grienecks which produced no significant change in grade point averages; Richardson and Johnson, where counseled students more frequently changed majors;

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<sup>33</sup>David P. Campbell, "Achievements of Counseled and Non-Counseled Students Twenty-five Years after Counseling," Journal of Counseling Psychology, 12 (Fall, 1965), 287-93.

<sup>34</sup>Robert E. Shepherd, "The Relation of Counseling and Student Problems to Graduation," Journal of Counseling Psychology, 12 (Fall, 1965), 244-47.

<sup>35</sup>Walter H. Abel, "Group Counseling and Academic Rehabilitation of Probationary Transfer Students," Journal of College Student Personnel, 8 (May, 1967), 185-88.

<sup>36</sup>Irving B. Guller, "Increased Stability of Self-Concept in Students served by a College Counseling Center," Personnel and Guidance Journal, 47 (February, 1969), 546-51.

<sup>37</sup>Lorine Aughinbaugh, Group Versus Individual Counseling-A Junior College Study, Research Brief No. 21, May, 1969 (California: California State Department of Education, 1969), p. 1.

<sup>38</sup>Donald P. Hoyt, "An Evaluation of Group and Individual Programs in Vocational Guidance," Journal of Counseling Psychology, 39 (1965), 26-30.

<sup>39</sup>G. C. Gonyea, "Appropriateness-of-Vocational Choice as a Criterion of Counseling Outcome," Journal of Counseling Psychology, 9 (1962), 213-19.

<sup>40</sup>Oscar R. Hendrix, "The Effect of Special Advising on Achievement of Freshmen with Low Predicted Grades," Personnel and Guidance Journal, 44 (October, 1965), 185-88.

Goodstein, who observed no change in grade point averages; Burck, in using the Strong Vocational Interest Blank, the California Test of Personality forms AA and BB, and pre-and-post counseling questionnaires, finding no differences in GPA and retention; and Gonyea who discovered in his study that counseled freshmen who stated their vocational objectives initially, four to six years later showed no significant change in appropriateness of vocational choice.<sup>41,42,43,44,45</sup> Griffin and Donnan in a summer pre-college counseling program produced no significant difference in cumulative GPA's, dropout rates, or curriculum changes during the freshman year, while Gelso and Thompson found that emergency

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<sup>41</sup>A. H. Hill and L. Grienecks, "An Evaluation of Academic Counseling of Under-and Over-Achievers," Journal of Counseling Psychology, 13 (Fall, 1966), 325-28.

<sup>42</sup>LaVange H. Richardson and Kenneth Johnson, "Grade Patterns of Counseled and Non-counseled Students Who Have Graduated," Journal of College Student Personnel, 7 (November, 1966), 357-59.

<sup>43</sup>Leonard D. Goodstein, "Five Year Follow-up of Counseling Effectiveness with Probationary College Students," Journal of Counseling Psychology, 14 (September, 1967), 436-39.

<sup>44</sup>Harmon D. Burck, "Counseling College Freshmen: A Three Year Follow-up," Journal of College Student Personnel, 10 (January, 1969), 21-26.

<sup>45</sup>G. C. Gonyea, "Appropriateness of Vocational Choice of Counseled and Un-Counseled College Students," Journal of Counseling Psychology, 10 (1963), 269-75.

academic counseling produced no significant differences in GPA, academic suspensions, and number graduating from college.<sup>46,47</sup>

### Summary of Counseling Studies

Hosford and Briskin, in an excellent survey of research concerning counseling outcome, state:

The probability that any one study will ever prove counseling effective or ineffective is infinitesimal, and no single study will answer all questions for which counselors need answers..... If more researchers ask, "Will the results of this study affect what individuals do as counselors?", the gap between research and practice would close appreciably.<sup>48</sup>

Thus, there has been considerable investigation of counseling programs in colleges to determine their effectiveness, but aside from a general description of the ideal counseling program, no experiments are mentioned with respect to an increase in junior college graduates through an intensified counseling program. The literature is also barren of studies conducted in

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<sup>46</sup>M. H. Griffin and H. Donnan, "Effect of a Summer Pre-College Counseling Program," Journal of College Student Personnel, 11 (January, 1970), 71-72.

<sup>47</sup>C. J. Gelso and B. Thompson, "Effects of Emergency Academic Counseling," Journal of College Student Personnel, 11, (July, 1970), 276-78.

<sup>48</sup>Ray E. Hosford and Alan S. Briskin, "Changes through Counseling," Review of Educational Research-Guidance and Counseling, 39 (April, 1969), 189-204.

urban multi-campus junior college systems. The particular problems associated with studies in multi-campus systems are explained in a later chapter. It is worthwhile noting here that Carlin, in a study of negative reactions to a college counseling service, found that about one out of four students criticized their counselor for lack of occupational information and knowledge of college regulations.<sup>49</sup> Shoemaker and Hood strongly recommend including courses in the philosophy of the community college in counselor training curricula.<sup>50</sup>

In preparation for this chapter, the author reviewed the related literature and found junior college counseling programs very inadequately represented. The effects of counseling programs were identified as having varying degrees of success. It seems, however, as pointed out earlier by Hosford and Briskin that too few studies have been carried out that suggest what individuals might do as counselors.<sup>51</sup> Perhaps, this should be

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<sup>49</sup>Leslie O. Carlin, "Negative Responses to Counseling," Vocational Guidance Quarterly, 13 (Summer, 1965), 287-89.

<sup>50</sup>Adrian Schoemaker and Albert B. Hood, "How Should Community College Counselors Be Trained?" Journal of College Student Personnel, 13 (March, 1972), 129-35.

<sup>51</sup>Hosford, op. cit., p. 204.

the direction of future studies concerning counseling programs, i.e., a more thorough description of precisely what the counselor does in the counseling setting. This would undoubtedly be valuable to counselor trainers and could serve as a stepping stone for future research.





### CHAPTER III

#### DESCRIPTION OF METHODS, INSTRUMENTS AND COLLECTION OF DATA

This study covers two periods of time and involves four of the City Junior Colleges of Chicago.<sup>1</sup> The first time period extended through the academic year of 1968-69 and involved one college that was centrally located in Chicago and another located on Chicago's southside.<sup>2</sup> The second period of time covered the 1971-72 academic year and involved two northside colleges.<sup>3</sup> The 1968-69 study involved a full-time student population (i.e. those carrying 12 credit hours or more) and the

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<sup>1</sup>Some of the data used in this study are deemed to be confidential. References to the names of the colleges are withheld. In addition, comments by counselees that identify particular counselors by name have been edited to the extent that the counselor's name has been deleted.

<sup>2</sup>The centrally located college is the Loop College of the City Colleges of Chicago and the southside college is the Kennedy-King College (formerly called Wilson Junior College).

<sup>3</sup>The two northside colleges are Mayfair College (formerly Amundsen-Mayfair Junior College), and Wright College.

1971-72 study was conducted with part-time students (i.e. those carrying less than 12 credit hours).

Through the description and analysis of data, the full and part-time student data are separated.

The first step in both the full-time and part-time student studies was to prepare rosters containing the names of eligible sophomores in each college included in the study. Eligible sophomores in the full-time 1968-69 study were those students who had completed 30 or more hours at the end of the 1968 Summer term and were registered in the Fall, 1968 semester as full-time students.

A total of approximately 700 eligible students were identified at the centrally located college and 600 students at southside college. These two colleges were relatively homogeneous in ability as reflected by median ACT standard composite scores, achievement, and socio-economic status.<sup>4</sup> The same homogeneity of ability and socio-economic status applied to the two north-side colleges selected for the part-time student study. Eligible students in the 1971-72 study were those part-time students who had completed 48 or more hours prior to the Fall semester of 1971, and had registered for at least 6 but less than 12 hours in the Fall semester. Approximately 250 students

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<sup>4</sup>Median ACT scores at the four colleges are classified as confidential.

were identified at one northside college and 150 at the other. The total sophomore full and part-time groups were matched with similar students in their sister colleges on the basis of their cumulative grade point average. From the total number of matched pairs, 99 pairs were randomly selected in the full-time study and 52 pairs in the part-time study.<sup>5</sup> Equal number of students were randomly assigned to the experimental group and the control group.<sup>6</sup> Thus there was an equal number of students selected at each college. The number of full and part-time students in the experimental and control groups is shown in Tables 2 and 3.

TABLE 2  
FULL-TIME STUDENT GROUPS

| Group        | College A<br>N | College B<br>N |
|--------------|----------------|----------------|
| Experimental | 50             | 49             |
| Control      | 50             | 49             |

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<sup>5</sup>The students were selected with the use of the Table of Random Numbers in: Paul Hoel, Elementary Statistics (New York: John Wiley and Sons, 1966), p. 326. The Experimental Group was selected with the use of the first 50 names selected by random numbers and the Control Group was the next 49 names selected.

<sup>6</sup>Donald T. Campbell and Julian C. Stanley, "Experimental and Quasi-Experimental Designs for Research on Teaching," Handbook of Research on Teaching (New York: Rand McNally, 1963), pp. 171-246.

TABLE 3  
PART-TIME STUDENT GROUPS

| Group        | College C<br>N | College D<br>N |
|--------------|----------------|----------------|
| Experimental | 26             | 26             |
| Control      | 26             | 26             |

Current Counseling Procedures in City Colleges of Chicago

The present counseling procedure among the seven colleges of the City Colleges of Chicago (CCC) is, by professional standards minimal, even though practices vary from college to college. The counseling which is provided sophomore students consists principally of a faculty member, during registration, helping the student plan the semester's program with little attention being paid to specific graduation requirements. The present CCC student-counselor ratio is approximately 495 to 1.<sup>7</sup>

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<sup>7</sup>The student-counselor ratio, as is customary, was computed on the basis of full-time equivalent students. This author believes that these ratios can be misleading since many part-time students may be more in need of intensive counseling than the full-time student. A quote from one of the counselor reports in the part-time student study illustrates this point. "Once invited," he observed, "the part-time student demanded a counseling session just as detailed and complete as a full-time student. Some returned several times." The student-counselor ratios in CCC would roughly double if they were computed on total student enrollment.

McDaniel suggests that the counselor ratio should not exceed 350 to 1.<sup>8</sup> Academic advising falls on the shoulders of teachers, many of whom do not understand or know the graduation requirements for the two-year degree. A student with special needs may consult a counselor during the semester, but, frequently, time is not available for adequate counseling. Some of the colleges do conduct counseling classes for freshmen, but it is not a requirement for all students. Table 4 shows student-counselor ratios at the four colleges in the study.

TABLE 4  
STUDENT-COUNSELOR RATIO IN COLLEGE  
A, B, C, AND D AND CCC  
FOR  
ACADEMIC YEAR 1968-69

| College | Number of<br>Enrolled<br>Students | Number of Full-<br>time Equivalent<br>FTE Students | Number<br>of<br>Counselors | Counselor-Stu-<br>dent Ratio<br>Based on FTE |
|---------|-----------------------------------|--|----------------------------|--|
| A       | 7353                              | 3409   | 8                          | 1:426  |
| B       | 4992                              | 3002   | 5                          | 1:600  |
| C       | 7750                              | 4833   | 10                         | 1:483  |
| D       | 3362                              | 2104   | 4.5                        | 1:460  |
| CCC     | 36232                             | 20163  | 49                         | 1:495  |

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<sup>8</sup>J. W. McDaniel, Essential Student Personnel Practices for Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1962). p. 54.

### Vocational Interest Test and Personality Inventory Administered

The experimental group in each study was given a vocational interest test (Kuder Preference Record) and a personality inventory (California Test of Personality) on a voluntary basis. The cumulative grade point average was used as a measure of ability.

#### Kuder Preference Record

The Kuder Preference Record (KPR) yields nine interests: mechanical, computational, scientific, persuasive, artistic, literary, nursing, social service, and clerical. It had been suggested to the author of this dissertation that the KPR was currently administered to many high school students and the Strong Vocational Interest Blank (SVIB) would be a better instrument to identify vocational interests for junior college students. However, one national study listed 31 per cent of the community colleges using the KPR and 21 per cent using the SVIB.<sup>9</sup> In order to give this study wider utility, the KPR was used. Cole and Hanson stated in an interesting statistical

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<sup>9</sup>Thomas G. Gartland and James F. Carmody, Practices and Outcomes of Vocational-Technical Education in Technical and Community Colleges, ACT Research Report 37, October, 1970 (Iowa City, Iowa: American College Testing Program, 1970), p. 9.

analysis of spatial configuration that the configurations of the scales for both inventories were similar.<sup>10</sup>

Boyd informs us in his analysis of vocational interest measurement in high school that, because interests are subject to frequent change, a re-evaluation of measured interests is wise after a year or two of college.<sup>11</sup> Since many CCC students are of low ability and set unrealistic levels of aspiration, it was believed that if students were aware of the relation of their ability to other interests, and were able to reconcile any differences with the aid of a counselor, it would help them set more realistic goals. Baird has observed that junior college students choose the goal of securing vocational or professional training more frequently than any other goal.<sup>12</sup> Richards, et al., in analyzing regional differences in junior colleges makes this interesting observation concerning vocational counseling:

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<sup>10</sup>Nancy S. Cole and Gary R. Hanson, An Analysis of the Structure of Vocational Interests, ACT Research Report 40, January, 1971 (Iowa City, Iowa: American College Testing Program, 1971), p. 14.

<sup>11</sup>Joseph D. Boyd, "Vocational Interest Measurement in High School-What Do the Findings Mean?", Journal of the Association of College Admissions Counselors, 10 (Winter, 1965), 9.

<sup>12</sup>Baird, op. cit., p. 14.

"...if a student wishes to obtain technological training, the counselor should probably give him different advice if he lives in the South-east than if he lives in the Far West. Similarly, a student aspiring to the bachelor's degree but wishing to economize by attending a local junior college for the first two years while continuing to live with his parents probably should receive different advice depending on whether he lives in New England or in the Plains states."<sup>13</sup>

### California Test of Personality

The California Test of Personality (CTP) measures personal and social adjustment and yields fifteen scores: twelve subtests, two subtests totals, and total scores. The six personal adjustment scales are self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies and nervous symptoms. The six social adjustment scales are social standards, social skills, anti-social tendencies, family relations, school or occupational relations, and community relations. The CTP was used by the counselors in trying to help the students understand themselves in a more comprehensive fashion.

Even though the validity of many personality instruments is suspect, the CTP appears to be as valid as any other test of

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<sup>13</sup>Joseph D. Boyd, "Vocational Interest Measurement in High School-What Do the Findings Mean?", Journal of the Association of College Admissions Counselors, 10 (Winter, 1965), 9.



this type. Sims reported on the CTP, "...this test is as valid as most such instruments."<sup>14</sup> Goldman identified the relationship between the CTP and the Mooney Problem check list in an excellent correlation study of 301 undergraduate university students.<sup>15</sup>

Elton investigated the relationship between personality variables, ability variables, and educational outcomes for junior college students.<sup>16</sup> Using the Omnibus Personality Inventory, he tested 146 females and 135 males. After two years he divided these students into three groups--one group still attending the community college, one group attending a four-year institution, and a group whose members had discontinued education. He states that:

"Although the personality variables did not significantly predict educational outcome, the direction of the scores is worth noting; for both sexes, students who discontinued obtained the highest score on the non-conformity variable and the lowest score on the scholarly orientation variable."<sup>17</sup>

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<sup>14</sup>Verner M. Sims, "California Test of Personality, Review," The Fifth Mental Measurements Yearbook, ed. by Oscar K. Buros (New Jersey: Highland Park, 1960), p. 39.

<sup>15</sup>Bert A. Goldman, "Relationship Between Scores on the Mooney Problem Check List and The California Test of Personality," Journal of Educational Research, 61 (March, 1968), 307.

<sup>16</sup>Charles F. Elton, "Prediction of Educational Outcomes Among Junior College Students," Journal of College Student Personnel, 10 (January, 1969), 44-46.

<sup>17</sup>Ibid., p. 46.

### Counseling Program Started at Registration Time

Prior to registration, the counselor contacted by letter (See Appendix I) and later discussed with each individual in the experimental group who agreed to participate in the study, his ability, attitudinal and interest scores, as well as the value of obtaining the two-year degree. Special attention was given to reconciling these factors with the student's cumulative grade point average. Strengths and weaknesses were diagnosed in order to give the student an adequate appraisal of what he had done and what he needed to do in order to successfully complete his sophomore year. The primary objectives here were (1) to help the student to develop an objective picture of himself and his goals, and, (2) to persuade the student to assume the responsibility for periodically making an assessment of his progress. Each student in the experimental group was encouraged to ask for the counselor's advice in time of need throughout the semester, irrespective of whether they participated in the personality and interest inventories. Counseling was, of course, available to students in the control group, but it was the judgment of the counselors involved in the intensified counseling program that very few of the subjects in the control group availed themselves of counseling. On a cautionary note, however, LeMay says that one should be wary of assuming no counseling takes place for

control group subjects.<sup>18</sup> Rothney and Lewis also caution their readers on the use of control groups since selecting control groups based on current comparability has certain risks when one cannot know the patterns of previous development in the individual used for comparison.<sup>19</sup> Burck and Cottingham, in a discussion of control groups, very perceptively point out:

"It appears that those engaged in counseling research are faced with a paradoxical situation ....On the one hand, there is a plea or even a demand that studies must be of a longitudinal nature so that follow-up observations will include ultimate criteria. Yet, on the other hand, it is indeed difficult, if not impossible, at the present time to control for possible therapeutic relationships in which so-called control subjects may get involved. Perhaps one solution might be to use large numbers of clients and then to simply drop from the study those subjects who have received outside help and attention. This<sup>20</sup> is a problem which must be reckoned with....."

#### Counseling Questionnaire Administered to Both Groups

As a pre-and post-measure (See Appendix III for Post-Questionnaire letter) with both the experimental and control

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<sup>18</sup>Morris L. Lemay and Oscar C. Christensen, Jr. "The Uncontrollable Nature of Control Groups," Journal of Counseling Psychology, 15 (January, 1968), 63-67.

<sup>19</sup>John W. M. Rothney and Charles W. Lewis, "Use of Control Groups in Studies of Guidance," Personnel and Guidance Journal, 47 (January, 1969), 446-49.

<sup>20</sup>Harmon D. Burck and Harold F. Cottingham, "The Effects of Counseling Low-Ability, High-Aspiring College Freshmen," Journal of College Student Personnel, 6 (September, 1965), 279-83.

groups (See Appendix II for Pre-Questionnaire letter to Control Group), the students were asked to complete the appended questionnaire (See Appendix IV) which attempted to measure (1) the degree of self-understanding of the students and (2) the effectiveness of the counseling relationship as perceived by the students. It was hoped that the experimental group would show both quantitative and qualitative gains in these areas.

At the end of each academic year, the following criteria and analyses were used to measure the effectiveness of the intensive counseling program.

- (1) Number of graduates--a chi-square test was used to determine if a significant difference existed among the number of graduates in the experimental and control groups.<sup>21</sup>
- (2) Self understanding and effectiveness of the counseling relationships as measured by the

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<sup>21</sup>E. F. Lundquist, Design and Analysis of Experiments in Psychology and Education (Boston: Houghton Mifflin, 1953), pp. 121-155.

counseling questionnaire<sup>22</sup>--product moment correlations (phi coefficients) were calculated using experimental and control groups as one dichotomy and positive or negative responses as the other dichotomy. It was hoped that factors related to success could be identified.

- (3) Grade point average--methods by level analyses of variance was used to determine any difference between the mean grade point average of the experimental and control groups by ability level and by group totals.
- (4) Retention--descriptive statistics were used to show the attrition rate of the groups.

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<sup>22</sup>Two excellent sources of material for developing the counseling questionnaire were found in:

James D. Linden, Shelley C. Stone, and Bruce Shertzer "Development and Evaluation of an Inventory for Rating Counseling," Personnel and Guidance Journal, 44 (November, 1965), 267-75.

F. X. Walton and T. J. Sweeney, "Useful Predictors of Counseling Effectiveness," Personnel and Guidance Journal, 48 (September, 1969), 32-38.

### Statement of Hypotheses

Tests of the following hypotheses were made to determine significance of difference.

1. There is no significant difference in the number of graduates in the experimental and control groups.
2. There is no significant difference in the experimental group and the control group with respect to:
  - a. student self-understanding prior to the intensive counseling.
  - b. effectiveness of the counseling relationship prior to the intensive counseling.
3. There is no significant difference in the experimental group and control group with respect to:
  - a. student self-understanding after the intensive counseling.
  - b. effectiveness of the counseling relationship after the intensive counseling.

## CHAPTER IV

### COMPUTATION AND ANALYSIS OF DATA

#### Number of Graduates

A part of the basic problem under consideration was to determine if an intensified counseling program would affect the number of graduates. A chi-square test was used to determine if a significant difference existed among the number of graduates in the experimental and control groups. Table 5 shows that 43.4 per cent of the students in the full-time experimental group graduated and 26.3 per cent of the students were graduated in the control group. Table 6 indicates 34.6 per cent of the part-time experimental group graduated and 23.7 per cent of the control group graduated.

TABLE 5

#### NUMBER OF GRADUATES-FULL-TIME STUDENTS

|                    | Experimental<br>Group<br>N=99 | Control<br>Group<br>N=99 |
|--------------------|-------------------------------|--------------------------|
| Graduates          | 43                            | 26                       |
| Per cent Graduates | 43.4                          | 26.3                     |

TABLE 6  
NUMBER OF GRADUATES - PART-TIME STUDENTS

|                    | Experimental<br>Group<br>N=52 | Control<br>Group<br>N=52 |
|--------------------|-------------------------------|--------------------------|
| Graduates          | 18                            | 12                       |
| Per cent Graduates | 34.6                          | 23.7                     |

A chi-square significance test was applied to the data in Table 5 with the results showing the differences between the full-time experimental and control groups are significant at the 2 per cent level. The first hypothesis is rejected for the full-time students and supported for the part-time students. The differences in graduates were not significant in the part-time groups.

#### Use of the Counseling Questionnaire

The Counseling Questionnaire was distributed to both control and experimental groups as a pre-and post-instrument. The questionnaire essentially sought to determine (1) general attitude about the college counseling program, (2) counseling needs, (3) the degree of self-understanding perceived by the students, and (4) the effectiveness of the counseling relationship as reported by the students.



Background Information about the Respondents

The data in the following tables describes various attributes of the respondents to the Pre-Counseling Questionnaire. These data on sex, age, marital status, credit hours completed, and curriculum choice are used for identifying the characteristics of the responding students in this study.

TABLE 7

PRE-COUNSELING QUESTIONNAIRE-  
NUMBER OF QUESTIONNAIRES  
SENT AND RETURNED

|                 | Experimental Group |           | Control Group |           |
|-----------------|--------------------|-----------|---------------|-----------|
|                 | Full Time          | Part Time | Full Time     | Part Time |
| Number Sent     | 99                 | 52        | 99            | 52        |
| Number Returned | 67 (68%)           | 23 (44%)  | 68 (69%)      | 9 (17%)   |

TABLE 8

SEX

|        | Experimental Group |           | Control Group |           |
|--------|--------------------|-----------|---------------|-----------|
|        | Full Time          | Part Time | Full Time     | Part Time |
| Male   | 35 (52%)           | 16 (70%)  | 37 (54%)      | 4 (44%)   |
| Female | 32 (48%)           | 7 (30%)   | 31 (46%)      | 5 (56%)   |

TABLE 9

AGE

| Age      | Experimental Group |           | Control Group |           |
|----------|--------------------|-----------|---------------|-----------|
|          | Full Time          | Part Time | Full Time     | Part Time |
| 17 to 20 | 42 (63%)           | 2 ( 9%)   | 52 (77%)      | 2 (22%)   |
| 21 to 30 | 15 (22%)           | 10 (43%)  | 13 (19%)      | 6 (67%)   |
| 31 to 40 | 4 ( 6%)            | 11 (48%)  | 3 ( 4%)       | 1 (11%)   |
| over 40  | 6 ( 9%)            |           |               |           |

TABLE 10

MARITAL STATUS

| Marital Status                       | Experimental Group |           | Control Group |           |
|--------------------------------------|--------------------|-----------|---------------|-----------|
|                                      | Full Time          | Part Time | Full Time     | Part Time |
| Married                              | 3 ( 4%)            | 9 (39%)   | 7 (10%)       | 4 (44%)   |
| Single                               | 63 (94%)           | 13 (57%)  | 61 (90%)      | 5 (56%)   |
| Other (Divorced,<br>separated, etc.) | 1 ( 2%)            | 1 ( 4%)   |               |           |

TABLE 11  
CREDIT HOURS COMPLETED

| Credit Hours | Experimental Group |           | Control Group |           |
|--------------|--------------------|-----------|---------------|-----------|
|              | Full Time          | Part Time | Full Time     | Part Time |
| 30-39        | 43 (64%)           |           | 42 (62%)      |           |
| 40-49        | 16 (24%)           | 4 (17%)   | 19 (28%)      |           |
| 50-59        | 8 (12%)            | 12 (52%)  | 7 (10%)       | 9 (100%)  |

TABLE 12  
COLLEGE TRANSFER AND OCCUPATIONAL STATUS

|                  | Experimental Group |           | Control Group |           |
|------------------|--------------------|-----------|---------------|-----------|
|                  | Full Time          | Part Time | Full Time     | Part Time |
| College Transfer | 38 (57%)           | 14 (61%)  | 41 (60%)      | 2 (22%)   |
| Occupational     | 7 (10%)            | 2 ( 9%)   | 6 ( 9%)       | 2 (22%)   |
| Uncertain        | 22 (33%)           | 7 (30%)   | 21 (31%)      | 5 (56%)   |

TABLE 13  
CURRICULUM CHOICE

| Curriculum              | Experimental Group |           | Control Group |           |
|-------------------------|--------------------|-----------|---------------|-----------|
|                         | Full Time          | Part Time | Full Time     | Part Time |
| Accounting              | 2                  | 2         |               |           |
| Anthropology            |                    | 1         |               |           |
| Architecture            | 1                  | 3         |               | 1         |
| Art                     | 1                  |           |               |           |
| Biology                 | 3                  |           | 1             |           |
| Business                | 23                 |           | 16            | 2         |
| Chemistry               |                    | 1         |               |           |
| Counseling and Guidance |                    |           | 1             |           |
| Economics               | 1                  |           |               |           |
| Education               | 7                  |           | 11            |           |
| Electronics Engineering |                    |           | 1             |           |
| Engineering             |                    | 3         |               |           |
| Engineering Design      | 1                  |           |               |           |
| Engineering Technology  |                    | 1         |               |           |
| English                 | 3                  |           | 3             |           |
| History                 | 3                  |           | 3             |           |
| Home Economics          |                    |           | 2             |           |
| Languages               | 1                  | 1         |               |           |
| Liberal Arts            | 5                  | 1         | 7             |           |
| Mathematics             | 1                  | 1         |               |           |
| Medical Technician      |                    |           | 2             |           |
| Music                   | 1                  |           | 1             |           |
| Nursing                 |                    |           | 3             | 3         |
| Political Science       |                    |           | 3             |           |
| Physical Education      |                    |           | 2             |           |
| Pre-Law                 | 1                  |           |               |           |
| Pre-Med                 | 1                  |           |               |           |
| Pharmacy                |                    |           |               |           |
| Psychology              | 3                  | 3         | 2             | 3         |
| Social Work             | 1                  |           |               |           |
| Sociology               |                    | 1         |               |           |
| Speech and Drama        | 1                  | 1         | 1             |           |
| Undecided               | 7                  | 4         | 7             |           |

It is interesting to note that of those responding to the pre-counseling questionnaire, 92 or 59 per cent were male students. This compares favorably with the male-female percentage at the author's college for the period from 1960 to 1968 in which the percentage of males ranged from 55 per cent to 58 per cent. The age distribution concentrates most (59 per cent) of the students in the 17 to 20 age bracket. The high incidence of older students is worth noting (15 per cent over 30 years of age), particularly among the full-time students. Over 85 per cent of the students responding were single and 63 per cent of the respondents selected the college transfer program as their choice. The wide diversity in curriculum choice reveals one of the strengths of the City Colleges of Chicago, namely, a broad spectrum of curricula from which to choose.

General Information Items on Pre-Counseling Questionnaire

TABLE 14

ITEMS 1 TO 6-GENERAL INFORMATION

| Item  | Experimental Group |           | Control Group |           |
|---|--------------------|-----------|---------------|-----------|
|   | Full Time          | Part Time | Full Time     | Part Time |
| 1. Do you know where the counseling offices for your college are located? |                    |           |               |           |
| Yes   | 65                 | 23        | 64            | 22        |
| No  | 2                  |           | 4             |           |

TABLE 14 (continued)

|    |  | Experimental Group |           | Control Group |           |
|----|--|--------------------|-----------|---------------|-----------|
|    |  | Full Time          | Part Time | Full Time     | Part Time |
| 2. | About how many times have you gone to a counselor for help of any kind during this past school year? |                    |           |               |           |
|    | None   | 23                 | 6         | 13            | 1         |
|    | Once or twice  | 30                 | 14        | 38            | 5         |
|    | Three to five times  | 9                  | 2         | 13            | 3         |
|    | Six or more times  | 5                  | 1         | 4             |           |
| 3. | Have you experienced difficulty in seeing a counselor?   |                    |           |               |           |
|    | Yes  | 11                 | 7         | 20            | 1         |
|    | No   | 54                 | 16        | 47            | 8         |
|    | Unanswered   | 2                  |           | 1             |           |
| 4. | Have you needed help while in college in choosing your subjects or courses?                          |                    |           |               |           |
|    | Yes  | 47                 | 12        | 49            | 6         |
|    | No   | 20                 | 11        | 19            | 3         |
|    | If yes, did you get help at the college?   |                    |           |               |           |
|    | Yes  | 42                 | 14        | 46            | 6         |
|    | No   | 5                  | 7         | 3             |           |
|    | Help was received from:  |                    |           |               |           |
|    | A Counselor  | 25                 | 9         | 22            | 5         |
|    | A Faculty Member   | 16                 | 4         | 22            | 3         |
|    | A Student  | 5                  | 1         | 2             | 1         |
|    | Other (coop coordinator)   | 1                  |           |               |           |

TABLE 14 (continued)

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |

5. Have you needed help while in college with personal problems?

|            |    |    |    |   |
|------------|----|----|----|---|
| Yes        | 10 | 5  | 20 | 1 |
| No         | 56 | 18 | 47 | 8 |
| Unanswered | 1  |    |    |   |

If yes, did you get help in college?

|     |   |   |    |   |
|-----|---|---|----|---|
| Yes | 5 | 2 | 17 | 1 |
| No  | 5 | 3 | 3  |   |

Help was received from:

|                          |   |   |   |   |
|--------------------------|---|---|---|---|
| A Counselor              | 2 | 2 | 5 |   |
| A Faculty Member         | 1 | 8 |   | 1 |
| A Student                | 2 | 1 |   |   |
| Other (Coop Coordinator) | 1 |   |   |   |

6. Have you needed help while in college in changing your educational program or major?

|     |    |    |    |   |
|-----|----|----|----|---|
| Yes | 20 | 5  | 21 | 3 |
| No  | 47 | 18 | 46 | 6 |

If yes, did you get help in college?

|     |    |   |    |   |
|-----|----|---|----|---|
| Yes | 16 | 4 | 16 | 3 |
| No  | 4  |   | 4  |   |

Help was received from:

|                  |    |   |    |   |
|------------------|----|---|----|---|
| A Counselor      | 7  | 3 | 12 | 2 |
| A Faculty Member | 11 | 1 | 7  | 1 |
| A Student        | 2  |   |    |   |

The responses to the general information items on the pre-Counseling questionnaire revealed the following: (1) less than 1 per cent of those responding did not know the location of the counseling offices; (2) over 74 per cent of the respondents had visited the counseling office during the past year and over 22 per cent had seen a counselor three or more times; (3) three out of ten responding stated that they had experienced difficulty in seeing a counselor; (4) approximately 75 per cent needed help in choosing their courses, 22 per cent needed help with personal problems, and 30 per cent needed help in changing their educational program.

#### Degree of Self-Understanding

The degree of student self-understanding is measured by items 7 and 8 on the Counseling questionnaire. The term, self-understanding, is defined in this dissertation as the declared awareness by the student of his interests and abilities and his potential selection of occupational choice. Eighty-six and seven-tenths per cent of the students responding indicated that they were aware of a better understanding of their interests and abilities and 78.8 per cent of the students indicated increased understanding of vocational interest. It is worth noting that roughly 50 per cent of the students had found a better understanding of their interests and abilities with the aid of a counselor and approximately 60 per cent became better aware of



their vocational interests through the help of the counseling staff and related student personnel services.

TABLE 15

ITEMS 7 and 8 - DEGREE OF SELF-UNDERSTANDING

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |
| 7. Have you become aware of a better understanding while in college of your interests and abilities? |                    |           |               |           |
| Yes  | 57                 | 18        | 60            | 9         |
| No   | 9                  | 5         | 8             |           |
| Unanswered   | 1                  |           |               |           |
| If yes, check one or more:   |                    |           |               |           |
| From tests   | 17                 | 4         | 15            | 3         |
| From a Counselor   | 10                 | 2         | 10            | 3         |
| From a faculty member  | 18                 | 6         | 21            | 2         |
| Other  | 12                 | 9         | 14            | 1         |

TABLE 15 (continued)

|                            |  | Experimental Group |           | Control Group |           |
|----------------------------|--|--------------------|-----------|---------------|-----------|
|                            |  | Full Time          | Part Time | Full Time     | Part Time |
| 8.                         | Have you formed a better understanding while in college of the occupations you might choose? |                    |           |               |           |
|                            | Yes  | 56                 | 9         | 57            | 9         |
|                            | No   | 10                 | 13        | 11            | 1         |
|                            | Unanswered   | 1                  | 1         |               |           |
|                            | Retired  |                    |           |               |           |
| If Yes, check one or more: |  |                    |           |               |           |
|                            | By studying an occupation in a class   | 17                 |           | 14            |           |
|                            | By reading material in the Student Personnel Center  | 5                  | 1         | 6             | 1         |
|                            | By talking with a counselor  | 9                  |           | 9             | 2         |
|                            | By talking with a faculty member   | 19                 | 6         | 21            | 3         |
|                            | Other  | 7                  | 3         | 7             | 2         |

### Senior College Transfer

Sixty-two per cent of those responding to the senior-college transfer question indicated that they had received a better understanding of the college they wanted to attend after leaving their junior or community college. It is interesting to note, however, that more than three out of every ten students responding indicated that they received their information by reading the school catalog of the college of their choice. The other basic sources of information on senior colleges was

equally divided between counselors and faculty members.

TABLE 16

ITEM 9 - SENIOR COLLEGE TRANSFER

|  | Experimental GROUP |           | CONTROL GROUP |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |
| 9. Have you received a better understanding while here of the college you want to attend after leaving this institution? |                    |           |               |           |
| Yes  | 44                 | 8         | 44            | 3         |
| No   | 20                 | 13        | 22            | 5         |
| Unanswered   | 3                  | 1         | 2             | 1         |
| If yes, check one or more:   |                    |           |               |           |
| By reading the school catalog of the college of your choice  | 24                 | 5         | 22            | 2         |
| By talking with a counselor  | 13                 | 1         | 12            | 1         |
| By talking with a faculty member   | 16                 | 2         | 9             |           |
| Other  | 6                  | 4         | 5             | 1         |

Job Placement and Financial Aid

The functions of job placement and financial aid and the degree to which they are being carried out is measured in items 10 and 11. Seven out of ten students who responded indicated that they had not received adequate information concerning available jobs. Only 40 per cent of the students indicated that they needed help, while attending college, in obtaining information

about scholarships or loans. Approximately eight out of ten students, however, who needed help concerning scholarships and loans, received help from the college staff members.

TABLE 17

ITEMS 10 AND 11 - JOB PLACEMENT AND FINANCIAL AID

|   | Experimental Group |           | Control Group |           |
|---|--------------------|-----------|---------------|-----------|
|   | Full Time          | Part Time | Full Time     | Part Time |
| 10. Have you obtained a better understanding while here of the jobs available to you? |                    |           |               |           |
| Yes   | 17                 | 4         | 24            | 4         |
| No  | 47                 | 18        | 44            | 5         |
| Unanswered  | 3                  | 1         |               |           |
| If yes, check one or more:  |                    |           |               |           |
| By talking with an employer   | 3                  | 2         | 6             | 1         |
| By contacting an employment agency  | 1                  |           |               |           |
| By talking with a faculty member  | 8                  | 4         | 14            | 3         |
| Other   | 5                  |           |               |           |

TABLE 17 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 11. | Have you needed help while attending this college in obtaining information about scholarships or loans? |                    |           |               |           |
|     | Yes   | 32                 | 4         | 37            | 1         |
|     | No  | 35                 | 19        | 31            | 8         |
|     | If yes, did you get help in college?  |                    |           |               |           |
|     | Yes   | 24                 | 1         | 30            | 1         |
|     | No  | 8                  | 3         | 7             |           |
|     | Help was received from:   |                    |           |               |           |
|     | A Counselor   | 21                 | 1         | 21            | 1         |
|     | A Faculty Member  | 4                  |           | 5             |           |
|     | A Financial Aids Officer  |                    |           |               |           |
|     | A Student   |                    | 1         | 4             |           |

### Effectiveness of the Counseling Relationship

The students' opinion of the counseling relationship was measured by items twelve through nineteen on the Counseling Questionnaire. The items elicited positive or negative attitudinal responses in relation to the counselor's: (1) interest in counseling the student, (2) attempt to see the student's point of view, (3) method of dealing with the student's problems, (4) understanding of classroom conditions, problems and the student-teacher relationship, (5) understanding of the require-

ments of the various departments of the college, (6) time given to interviews, (7) method in advising academic course selection and (8) interest in the student. The experimental group had an 82.4 per cent positive response index and the control group an 81.8 per cent positive response.

TABLE 18  
ITEM 12 to 19  
EFFECTIVENESS OF COUNSELING RELATIONSHIP

|     |  | Experimental Group |           | Control Group |           |
|-----|--|--------------------|-----------|---------------|-----------|
|     |  | Full Time          | Part Time | Full Time     | Part Time |
| 12. | How much interest did the counselor show in his job of counseling you? |                    |           |               |           |
| A.  | He had a great of interest.  | 36                 | 7         | 32            | 6         |
| B.  | He seemed to be interested.  | 26                 | 11        | 29            | 3         |
| C.  | He did not show any interest.  | 4                  | 1         | 3             |           |
| D.  | He definitely lacked interest.   | 1                  |           | 1             |           |
|     | Unanswered   |                    | 4         | 3             |           |
| 13. | In trying to see the student's point of view, the counselor:           |                    |           |               |           |
| A.  | is very tolerant.  | 21                 | 7         | 19            | 3         |
| B.  | tries to be fair minded  | 38                 | 8         | 41            | 5         |
| C.  | is sometimes overbearing and talks down to students.                   | 2                  | 2         | 3             |           |
| D.  | usually forces his pet ideas on students.                              | 2                  | 2         | 2             |           |
|     | Unanswered   | 3                  | 4         | 3             |           |

TABLE 18 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 14. | How did he deal with your problems?   |                    |           |               |           |
| A.  | He usually dictated the solutions.  | 3                  | 2         |               | 3         |
| B.  | He gave solutions to problems.  | 12                 | 6         | 15            | 6         |
| C.  | He more often than not presented alternatives.  | 38                 | 4         | 37            | 4         |
| D.  | He always offered alternatives from which the student could choose.   | 13                 | 6         | 12            |           |
|     | Unanswered  | 1                  | 5         | 4             | 2         |
| 15. | The understanding that the counselor has of classroom conditions, problems and the student-teacher relationship is: |                    |           |               |           |
| A.  | clear and realistic.  | 21                 | 8         | 18            | 3         |
| B.  | adequate.   | 38                 | 9         | 32            | 4         |
| C.  | lacking and confused.   | 6                  | 1         | 14            | 1         |
|     | Unanswered  | 2                  | 5         | 4             | 5         |

TABLE 18 (continued)

|     |  | Experimental Group |           | Control Group |           |
|-----|--|--------------------|-----------|---------------|-----------|
|     |  | Full Time          | Part Time | Full Time     | Part Time |
| 16. | The information possessed by the counselor concerning requirements of the various departments of the college is: |                    |           |               |           |
| A.  | very limited and inaccurate.   | 3                  |           | 2             |           |
| B.  | somewhat limited and varying in accuracy.  | 13                 | 7         | 21            | 1         |
| C.  | usually comprehensive and quite accurate.  | 35                 | 7         | 35            | 3         |
| D.  | always comprehensive and accurate.   | 14                 | 4         | 6             | 3         |
|     | Unanswered   | 2                  | 5         | 4             | 2         |
| 17. | How do you feel about the amount of time given for interviews by the counselor?                                  |                    |           |               |           |
| A.  | Interview is quick, impersonal, and rushed.  | 3                  | 2         | 2             |           |
| B.  | Interview feels somewhat hurried.  | 10                 | 2         | 15            | 1         |
| C.  | Interview time is reasonable.  | 27                 | 12        | 18            | 4         |
| D.  | Length of interview is set by the student.   | 23                 | 3         | 29            | 3         |
|     | Both C and D   | 2                  |           |               |           |
|     | Unanswered   | 2                  | 4         | 4             | 1         |



TABLE 18 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 18. | When advising students in course selection the counselor:   |                    |           |               |           |
| A.  | provides needed information so that students can make good choices in line with goals and objectives. | 45                 | 10        | 47            | 6         |
| B.  | sometimes allows students to make their own choices.  | 16                 | 6         | 17            | 1         |
| C.  | tries to dissuade students from their choices.  | 3                  | 3         | 2             |           |
| D.  | disregards student wishes.  | 1                  | 3         |               |           |
|     | Unanswered  | 2                  | 1         | 2             | 2         |
| 19. | Did you feel that the counselor was personally interested in you?                                     |                    |           |               |           |
| A.  | not at all.   |                    | 2         |               |           |
| B.  | a little.   | 15                 | 7         | 18            | 2         |
| C.  | a great deal.   | 31                 | 9         | 31            | 4         |
| D.  | totally.  | 16                 | 1         | 15            | 2         |
|     | Unanswered  | 6                  | 4         | 4             | 1         |

TABLE 19

PRE-COUNSELING QUESTIONNAIRE-ITEM 20-  
COMMENTS CONCERNING COUNSELORS, COUNSELING  
PROGRAM AND QUESTIONNAIRE<sup>a</sup>

Experimental Group - Full Time

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20. In the space below, feel free to make any comments on the way you feel about the counselor and the counseling program or anything about this questionnaire.
1. "My first experiences with counselors at this college were very unsatisfactory. To be truthful it is hard to make a judgment because I am not sure these were real counselors. But, the last counselor I spoke with was very understanding."
  2. "Although I have not utilized all opportunities open to me to consult a counselor, I do believe that the times that I did were helpful. I have always found the counselors patient, and very willing to help."
  3. "When I registered upon first entering junior college directly from high school, I didn't understand fully what courses would be accepted by most four-year institutes and those that would not. Such as courses with or without labs. This was not explained to me by a counselor at the time. I'd like to suggest that a program of pre-college indoctrination be given to first semester students who may be told some of these problems, mainly because they don't know enough about college to ask pertinent questions."

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<sup>a</sup>The comments shown in Table 19 and Table 26 are reproduced as written on the questionnaires. Those words identifying a specific counselor or college have been deleted.

TABLE 19 (continued)

4. "My experiences with counselors demonstrated to me their professional abilities, however, they did not help me in regard to understanding my position as a transfer student who wishes to transfer to a 4-year college. I was forced to take ridiculous courses that the 4-year college would not accept. The counselor's reply, "It is a College rule."
5. "I think some students should be required to report to a counselor in order to motivate them into doing better in school because some seem to be unable to accept the responsibility of studying."
6. "I think that this program is really a good idea. The student who is getting ready to graduate in June can get "ahead of the crowd" and choose the course he needs for his graduation."
7. "In helping the students all of the counselors should be understanding and aware of the fact that a good many of the students who talk to a counselor perhaps don't really want "A D V I C E" per se but maybe only want to be listened to and have someone sympathize with the changes they appear to be going through. I found some of the questions asked to be hardly relevant to the problems students face. I simply did not know how to answer a good many of the questions because I do not have that much knowledge of the Student Personnel Office. I offer my suggestions because I have been asked to do so."
8. "I think each student would benefit more from the counseling program if he were assigned a special certain counselor to help with any advice he might need. Then each counselor would have a certain number of regular students he would take care of. This way a student would know his own counselor and appointments might be easier to get."
9. "Wherein the counselors attempt to treat the student with a personal interest, in a large school such as a City College it is understandably difficult for a counselor to donate any really substantial amount of time and counseling to any one student."

TABLE 19 (continued)

10. "Answers deal mostly with experience with one counselor. I feel \_\_\_\_\_ needs more counselors!!! Definitely, an introduction to the counselors, such as a letter of an orientation when first starting college would make more students bring problems to the counselors."
11. "\_\_\_\_\_ was great help with information of financial aid. \_\_\_\_\_, Business Management Coordinator, has had the largest influence on me in helping me to obtain goals. for my future."
12. "I have found the counselors at \_\_\_\_\_ excellent. They are always willing to do as much for the student as is possible. As one who talks a great deal to the counselors and faculty here, I would say that their suggestions and their ability to talk with a student on a friendly, uncomplicated level as an adult are their strongest points."
13. "The counselors are good, but not superhuman as might be implied from some of the answers offered. CCC has a good quality of counselors but a very poor quantity."
14. "I think the co-op counselors should know what courses are needed for graduation. Several in my class were given wrong information concerning a specific course. Now they cannot graduate in June as they lack credits."
15. "From the counselors I know and have talked to, I think they are doing a great job."
16. "I feel that the counseling and the counselors are fairly good. The only time counseling becomes inadequately administered is during registration, but bear in mind that this is the time at which it is most needed."
17. "Counselors are very comprehensive."
18. "I think that the counseling program at \_\_\_\_\_ is fairly good, compared to the counseling program at the high school that I graduated from."
19. "The most important thing a counselor should try to be is human and as down to earth as possible."

TABLE 19 (continued)

20. "The counselors should acquire an extensive library or personal library course requirements of other colleges and of their credit transfer system (How many credits from CCC will each college accept?)"
21. "There are not enough counselors at \_\_\_\_\_. I will be graduating in June and I thought that the sending of those letters to some prospective graduates was totally unfair. All should get letters or none!"
22. "I don't think the counselors are interested in any personal problems. Seems that their main interest is that you continue your education and that you're taking courses that can be transferred. But on the other hand no school should be without them. I don't believe I would be on the right track that I feel I am on if it had not been for counselors."
23. "I only had experience with two counselors and was quite satisfied."
24. "On Question 17--I feel very comfortable but never rushed."
25. "The required course Counseling 101, required for graduation covered nothing more than topics handled in high school, therefore, seemed a waste of time."
26. "The program is all right, but it can stand some improvements. Particularly in those areas such as business coop, the student receives most of his counseling from a faculty member and hardly uses any other counseling facility."
27. "I have registered already and the counselor who advised me impressed me strongly. He was very kind, and suggested a class time that was more suited to my schedule for one of the subjects I chose. He was interested in knowing to what school I was transferring and what my major was. He also made a comment on my grades thus far. He was very cordial and very pleasant. In all my past contacts with counselors in registration, I have found them always helpful."

TABLE 19 (continued)

28. "I feel that the educational, vocational, and even personal problems that students face (indecision, underachievement, etc.) are results of personality problems, mostly characteristic of adolescence, many a personal thing of the individual Counseling, as it is usually done, involves a sort of aptitude testing and placing of students, which is supposed to find a "proper" place in society that the student will be happy in.

This is of no real help; it doesn't allow the student to really get in touch with himself and figure out and feel what his psychic bag is.

Students need a therapeutic situation where they can accomplish this soul searching. Young folks are rather sensitive; a traditional antiseptic situation is no help. I've often wanted to find a situation to aid me in clearing up the confusion in my mind, but when I think of personnel department handing me pat answers, I'd rather be with myself and uncomfortably alone."

29. "\_\_\_\_\_ takes a personal interest in each student. \_\_\_\_\_ was helpful in suggesting faculty members to see regarding more specific information."
30. "Not enough counselors to work with more than a small minority. Unfortunately, everybody needs a little guidance. Just not enough people to help."
31. "Very helpful."
32. "I feel personally that the counselors at \_\_\_\_\_ are very well qualified at their positions. I have never walked from the office confused, I must say I have been very well satisfied."

TABLE 19 (continued)

CONTROL GROUP - FULL TIME STUDENTS

1. "Usually near time of registration is hard to get counselor for purposes other than registration. For most part have had good experience with counseling department. Try to get up-dated catalogs (college). Asked for NIU catalog, still got 1967-68 catalog. Thank you for opportunity to have say in evaluation of your department."
2. "The counselors are basically helpful, knowledgeable people who try to help the students in formulating a good program of studies but some counselors are exceptions. Some of them try to get you to take courses which they want you to take and are very strongly against the classes you choose to take which they don't want you to take. Some counselors seem to be in a big rush to get you through instead of attentively listening to you and helping you reach a satisfactory solution on your program. These counselors are in the distinct minority, but they do exist, and they are really no help to the students coming to them for their advice but tend to discourage students from wanting to see counselors when they feel it necessary."
3. "I don't think I have ever talked to a counselor at \_\_\_\_\_. All my counseling has been done by a few faculty members."
4. "I think professional counselors rather than faculty members should do all the counseling for registration. Registration is very hurried as it is now, and no personal interest is taken in the student unless he happens to know the faculty member who is "counseling" him. Last semester I went to De Paul University for counseling before I registered so that I'd know what courses I needed and what courses would be transferred."

Many questions on this questionnaire I'm not qualified to answer because I have never gone to a counselor with a problem only for a part-time job and information about financial assistance after I leave \_\_\_\_\_. In these two areas I was very satisfied with the help I received."

TABLE 19 (continued)

5. "I think \_\_\_\_\_ has a dependent and very adequate counseling program to meet the students' needs. I, myself have had a tremendous amount of help and understanding in choosing and finding a part-time job from those services of \_\_\_\_\_ and \_\_\_\_\_. Two excellent counselors."
6. "I feel that counselors should know more about requirements and admission for other schools. The counseling department could hire students to guide other students as far as counseling for \_\_\_\_\_ freshman is concerned."
7. "I believe the registration program here is too complicated and involved. I believe it could be simplified, like registration at \_\_\_\_\_ where a friend of mine transferred and said, "Registration was a breeze, everything was in a packet; they handed it to you, you spoke to a counselor, received your schedule and that was it, 3 steps only."
  1. See a counselor who gave you your program
  2. Receive packet with IBM cards of classes
  3. Pay registration

I believe we need help in organizing registration because sometimes you wait hours, like in my first semester here before I had early registration.

But early registration for students already attending is helpful, but when you ask someone in the Registrar's Office when is it, they respond "Keep looking on the bulletin boards; it's coming soon." Well I looked and looked but didn't see anything, a friend told me about it later so I registered.



TABLE 19 (continued)

8. "Your questionnaire is a heroic effort at being specific but as such it is aimed, I think, at individuals with the combined imagination and limited intellectual capacities of six-year olds. Better you should have asked than offered multiple-choice quizzes. Your counseling program is probably adequate and if you really wish to improve you will probably have to turn much of the planning and possibly running of it over to the students themselves directly.

The differences between you and the students are just too great to be overcome by intellectualizing, sincerely or otherwise (and probably your efforts to "out think" the problems only antagonize a growing gap).

So either feel complacently satisfied or give up the reins. Thanks."

9. "It seems that there are two counselors (types) which this questionnaire deals with. The kind you seek in the time of need, and the kind that program you for courses. The questionnaire mentioned "counselor," but in most cases did not distinguish from program counselors, or student-aid counselors. The last program counselor I had, seemed very discouraging. However, when I needed personal help, and made an appointment with a counselor, this counselor made me feel very capable. He was interested, helpful, and very understanding.

I hope this questionnaire aids in helping the counselors and the students."

10. "My co-op coordinator who is a faculty member is always around when any of us needed him. So we never really need the school counselor."

TABLE 19 (continued)

11. "In #10--I didn't need help in finding employment, but when I was thinking of getting a job, I went to the counselor because I knew they were available and it was handier. They were well prepared and eager to help. Although I haven't used the counseling often, I'm glad to know they're there. They show interest in the student."
12. "Can't trust anybody."
13. "On the whole the counseling program at \_\_\_\_\_ is excellent."
14. "This questionnaire is too limited in questions. Does not get close enough to the problems of students and counselor. The counselors do not give enough information about courses that should be taken to go into a particular field. They do not aid enough in the problem of taking the correct courses which will be accepted in a senior college. The College handbook alone is not enough, students need personal help in choosing classes. Every student should be required to visit a counselor at least once a semester before registration to get aid in choosing the correct curriculum."
15. "I have only talked with a counselor once and it was quite rewarding."
16. "On two occasions I spoke to the same counselor concerning my program. Each time she assisted me I was very pleased. One couldn't ask for a more kind and understanding person. To this day I am impressed by the consideration she gave me."
17. "I seldom go to see counselors because it is difficult to get an appointment and offtime is evidenced by the students here. They furnish minimum help."
18. "I don't feel I should of answered most of the above questions because I received help from the Counselors only in the field of receiving a loan and finding a part time job."

TABLE 19 (continued)

Both times I consulted the counselors. I got my loan and job. The only problem I had was that the counselors seemed to be overburdened with work and were busy with fellow students."

19. "I think this questionnaire gave me a chance as an individual student to really take the counseling program into consideration and the counselors as individuals. I haven't been in to see a counselor that much, but I will in the near future because I've had many problems so far as my goals and objectives are concerned. I think a counselor can help me a great deal in this area."
20. "I don't feel that I can answer these questions since I have never had any contact with a counselor at \_\_\_\_\_ or elsewhere. I'm sorry I couldn't be of more help."
21. "Because I used the counseling service only twice for just a question or something small--I do not find myself to be a fair judge on many of the questions. However the answer I did give was what impressions I did get while using the service."
22. "Most of my experiences with counselors took place at the University of Illinois-Chicago Circle Campus. I have had only one meeting with a CCC counselor. On the whole I was much more satisfied with the attention I received at CCC than at the circle campus."
23. "My experience with counselors has been limited, however, on those occasions in which I did seek advice I left with a favorable impression. The questionnaire on the whole is good, however, there are areas which I don't feel apply specifically to my experience and therefore were difficult or impossible to answer."
24. "This questionnaire can't give an accurate picture if someone has very little or no dealings with counselors. It is aimed at persons who deal with them quite frequently."

TABLE 19 (continued)

25. "Thus far in college I have had one encounter with a counselor for an actual meeting and the counselor was of help. However, in previous encounters with past counselors, I received little or no help (this was in high school) and I feel this accounts for the reason I have seen the college counselor on only one occasion. Had I not had the problem which I felt I really needed the help with (student financial aid) I probably would never have gone to the counselor.

I only hope that future college counselors will be as helpful to me as this one was."

26. "I don't think that I have had enough experience to answer the questions. The only time I have come in contact with the counselors is when I make out the class schedule."
27. "I do not feel it is fair to judge the counseling program because I attended only one interview and I knew what I wanted when I came and stubborn as I am I paid little attention to what was said."
28. "This questionnaire was very difficult to answer fairly, for I have never made an appointment with a counselor except to register for the next semester's classes. I have registered 4 times at \_\_\_\_\_, The first two times I had terrible counselors. They told me I had to take this and this and this, and then I was finished. As an after effect, both of them made gross errors on my program, and I had to go through much trouble to straighten out conflicting classes. My next counselor was simply for summer school registration, and that took about 2 minutes. The only good counselor I had was for fall registration. I explained my previous problems and he understood and showed interest.

I assume the reason for this is that during registration, teachers double as counselors to speed up the process, and they usually know less about the courses and requirements than I do. They have little or no knowledge about any departments other than their own. From talking with other students, I find this is a popular complaint."

TABLE 19 (continued)

29. "As I have been to the counseling department only once and that was to return this questionnaire, most of the questions did not affect me. To evaluate the counselor in many of the questions, I had to use my high school counselor as a guide so I did not find the questionnaire effective in its attempts to evaluate CCC Counselors."
30. "The only comment I would like to make is concerning the course Counseling 101--From my own experience while taking this course it would give me the impression that the counselors were not understanding or helpful in their fields. Only because of a need to obtain some personal counseling in the office have I gained greater respect for your counseling faculty. It seems that too often in counseling class the individual student is not really helped and the course in itself was a total failure--not only in my experience but many whom have also taken this course. Thank you."
31. "I feel that the counselors, particularly those that are concerned mainly with students financial aids (grants, loans, scholarships, etc.) should post more information concerning the various financial aid (as described previously) that are available to the students."
32. "We don't have enough counselors."
33. "On the first page, what do the words. "TRANSFER"  
refer to?" "OCCUPATIONAL"
34. "Since I have never had any contact with a counselor in a situation where I needed help, this evaluation does not accurately reflect my opinion of Counseling activity. However, in regard to item 18, I have formed the opinion, from watching activities during registration, that all those persons engaged in the counseling of students have some things other than the students best interest in mind. This again is more a criticism of teachers than of the counseling services."

TABLE 19 (continued)

35. "I believe that each student entering a junior college should be required to see a counselor. When I first came to \_\_\_\_\_ I had no idea what I wanted to major in, or even what type of career I desired. A meeting with a counselor could help solve some of these problems and get a student started on the right track, taking the appropriate courses. Also students should be given some knowledge on which courses will most likely be transferable. Most students do not even realize that some of theirs wont transfer. They think that as long as they receive a C or better it will transfer.

My first semester I took Physical Science 101 and now I am about to begin my last semester I discover this course doesn't transfer because it isn't a "lab" course. What good did it do me to take this course?"

Experimental Group - Part-Time Students

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1. "On #16, because of limitations, I was advised to see a faculty member of the Dept. concerned. Answers to questions 12 to 19 are based on an interview with a counselor. Because of my particular situation, I was advised to see a faculty member of the Dept. I was in. This faculty member suggested that I take related courses in another dept., in order to strengthen my knowledge and use it to better advantage. Since then, I have received advice which I value highly, from both the first faculty member I spoke to and one from the dept. I am now in. All in all I have been very pleased with the manner in which I have been treated by the counselor and faculty members."
2. "In the five years that I have been attending \_\_\_\_\_ in the evenings, I really only needed counseling once, which was for this semester because of graduation. In all the other semesters, counseling was secured only because it was required by the V.A. office. This I felt was not necessary and a waste of time."

TABLE 19 (continued)

3. "Being an engineering student during the evening is rather difficult as far as completing the curricula goes since one course in particular, namely, "Engr. 207" has not been taught at night for quite a while."
4. "I am probably as much at fault as the counseling system for my confusion as to a major, an occupation and a four year college. I have not up to this point--made much of an effort to seek the counseling that I need. Also, I have an unusual problem because I have credit hours which I need.  
  
I really do need help and I hope that this new counseling program will provide the help that I need."
5. "In January 1970 I saw \_\_\_\_\_. I also was in her class. In her own quiet way she got things across. I loved her, and I missed her."
6. "On #14, he just stated rules or referred to catalog."

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Control Group - Part Time Students

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1. "All my courses at \_\_\_\_\_ have been on a part-time evening basis. I have used the guide in the catalogue in selecting appropriate courses for transfer."
2. "Evening school: I have found the school to be interesting stimulating, and very adequate."
3. "I only saw a counselor once or twice so I feel I can't give a fair answer to many of these questions."

### Post Counseling Questionnaire

Post-Counseling Questionnaires were sent to the students at the end of each academic year. The post-questionnaires, however, for the College B are not included. A student protest that resulted in the removal of the President, four administrators and five clerks along with the closing of the college for the final four weeks of the Spring Semester made it impossible to acquire this data.

TABLE 20  
POST COUNSELING QUESTIONNAIRE - NUMBER  
OF  
QUESTIONNAIRES SENT AND RETURNED

|                 | Experimental Group |           | Control Group |           |
|-----------------|--------------------|-----------|---------------|-----------|
|                 | Full Time          | Part Time | Full Time     | Part Time |
| Number Sent     | 50                 | 52        | 50            | 52        |
| Number Returned | 37 (74%)           | 14 (27%)  | 31 (62%)      | 11 (21%)  |

### General Information Items on Post-Counseling Questionnaire

The general information items on the Post-Counseling questionnaire were similar in results to the pre-counseling questionnaire, namely: (1) only 6 per cent of those responding did not know the location of the counseling offices, (2) over 89 per cent of the respondents had visited the counseling offices during the past year, (3) two out of ten responding stated they had experienced difficulty in seeing a counselor, (4) over



80 per cent needed help in choosing their courses, 22 per cent needed help with personal problems and 30 per cent needed help in changing their educational program.

TABLE 21  
ITEMS 1 TO 6-GENERAL INFORMATION

|    |  | Experimental Group |           | Control Group |           |
|----|--|--------------------|-----------|---------------|-----------|
|    |  | Full Time          | Part Time | Full Time     | Part Time |
| 1. | Do you know where the counseling offices for your college are located?                               |                    |           |               |           |
|    | Yes  | 37                 | 14        | 26            | 10        |
|    | No   |                    |           | 5             | 1         |
| 2. | About how many times have you gone to a counselor for help of any kind during this past school year? |                    |           |               |           |
|    | None   | 4                  |           | 4             | 2         |
|    | Once or twice  | 14                 | 6         | 21            | 8         |
|    | Three to five times  | 14                 | 6         | 4             | 1         |
|    | Six or more times  | 5                  | 2         | 2             |           |
| 3. | Have you experienced difficulty in seeing a counselor?   |                    |           |               |           |
|    | Yes  | 5                  | 1         | 4             | 1         |
|    | No   | 32                 | 13        | 27            | 10        |
| 4. | Have you needed help while in college in choosing your subjects or courses?                          |                    |           |               |           |
|    | Yes  | 27                 | 13        | 24            | 8         |
|    | No   | 10                 | 1         | 7             | 3         |

TABLE 21 (continued)

|   |  | Experimental Group |           | Control Group |           |
|---|--|--------------------|-----------|---------------|-----------|
|   |  | Full Time          | Part Time | Full Time     | Part Time |
| If yes, did you get help at college?  |  |                    |           |               |           |
| Yes   |  | 27                 | 13        | 21            | 8         |
| No  |  |                    |           | 3             |           |
| Help was received from:   |  |                    |           |               |           |
| A counselor.  |  | 20                 | 11        | 13            | 7         |
| A faculty member.   |  | 10                 | 4         | 13            |           |
| A student.  |  | 1                  | 1         | 2             | 1         |
| 5. Have you needed help while in college with personal problems?                        |  |                    |           |               |           |
| Yes   |  | 9                  | 2         | 7             | 1         |
| No  |  | 28                 | 12        | 24            | 10        |
| If yes, did you get help in college?  |  |                    |           |               |           |
| Yes   |  | 5                  | 2         | 6             | 1         |
| No  |  | 3                  |           | 1             |           |
| Unanswered  |  | 1                  |           |               |           |
| Help was received from:   |  |                    |           |               |           |
| A counselor.  |  | 4                  |           | 2             | 1         |
| A faculty member.   |  | 1                  | 2         | 3             | 1         |
| A student.  |  |                    |           |               |           |
| 6. Have you needed help while in college in changing your educational program or major? |  |                    |           |               |           |
| Yes   |  | 9                  | 4         | 12            | 3         |
| No  |  | 28                 | 10        | 19            | 8         |

TABLE 21 (continued)

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |
| If yes, did you<br>get help in<br>college? |                    |           |               |           |
| Yes  | 7                  | 3         | 12            | 3         |
| No   | 2                  | 1         |               |           |
| Help was received<br>from:                 |                    |           |               |           |
| A counselor.                               | 5                  | 2         | 6             | 3         |
| A faculty member.                          | 4                  | 1         | 4             | 1         |
| A student.                                 | 1                  |           | 2             |           |

TABLE 22

ITEMS 7 and 8 - DEGREE OF SELF-UNDERSTANDING

|   | Experimental Group |           | Control Group |           |
|---|--------------------|-----------|---------------|-----------|
|   | Full Time          | Part Time | Full Time     | Part Time |
| 7. Have you become<br>aware of a better<br>understanding<br>while in college<br>of your interests<br>and abilities? |                    |           |               |           |
| Yes   | 33                 | 14        | 28            | 11        |
| No  | 4                  |           | 2             |           |
| Unanswered  |                    |           | 1             |           |
| If yes, check one<br>or more:   |                    |           |               |           |
| From tests  | 19                 | 5         | 8             | 7         |
| From a counselor  | 13                 | 4         | 5             | 6         |
| From a faculty<br>member  | 10                 | 2         | 18            | 4         |
| Other   | 15                 | 3         | 8             | 3         |

TABLE 22 (continued)

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |
| 8. Have you found a better understanding while in college of the occupations you might choose? |                    |           |               |           |
| Yes  | 32                 | 12        | 24            | 10        |
| No   | 5                  | 2         | 6             | 1         |
| Unanswered   |                    |           | 1             |           |
| By studying an occupation in a class.  |                    |           |               |           |
| By reading material in the student personnel center.   | 7                  | 1         |               | 1         |
| By talking with a counselor.   | 13                 | 6         | 7             | 6         |
| By talking with a faculty member.  | 11                 | 2         | 13            | 3         |
| Other  | 7                  | 5         | 4             | 3         |

TABLE 23

ITEM 9 - SENIOR COLLEGE TRANSFER

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |
| 9. Have you received a better understanding while here of the college you want to attend after leaving this institution? |                    |           |               |           |
| Yes  | 29                 | 8         | 22            | 6         |
| No   | 8                  | 6         | 6             | 4         |
| Unanswered   |                    |           | 3             |           |

TABLE 23 (continued)

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |

If yes, check one or more:

By reading the school catalog of the college of your choice.

|    |   |    |   |
|----|---|----|---|
| 15 | 2 | 11 | 2 |
|----|---|----|---|

By talking with a counselor.

|    |   |   |   |
|----|---|---|---|
| 18 | 2 | 8 | 4 |
|----|---|---|---|

By talking with a faculty member.

|   |  |   |  |
|---|--|---|--|
| 7 |  | 5 |  |
|---|--|---|--|

Other.

|   |   |   |   |
|---|---|---|---|
| 3 | 1 | 7 | 2 |
|---|---|---|---|

TABLE 24

ITEMS 10 and 11 - JOB PLACEMENT AND FINANCIAL AID

|  | Experimental Group |           | Control Group |           |
|--|--------------------|-----------|---------------|-----------|
|  | Full Time          | Part Time | Full Time     | Part Time |

10. Have you obtained a better understanding while here of the jobs available to you?

|            |    |   |    |   |
|------------|----|---|----|---|
| Yes        | 16 | 5 | 9  | 5 |
| No         | 21 | 3 | 21 | 6 |
| Unanswered |    |   | 1  |   |

If yes, check one or more:

By talking with an employer.

|   |   |   |  |
|---|---|---|--|
| 1 | 1 | 3 |  |
|---|---|---|--|

By contacting an employment agency.

|   |  |  |  |
|---|--|--|--|
| 5 |  |  |  |
|---|--|--|--|

By talking with a counselor.

|   |   |   |   |
|---|---|---|---|
| 5 | 6 | 5 | 3 |
|---|---|---|---|

By talking with a faculty member.

|   |   |   |   |
|---|---|---|---|
| 9 | 2 | 5 | 1 |
|---|---|---|---|

Other

|   |  |   |   |
|---|--|---|---|
| 2 |  | 1 | 1 |
|---|--|---|---|

TABLE 24 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 11. | Have you needed help while attending this college in obtaining information about scholarships or loans? |                    |           |               |           |
|     | Yes   | 25                 | 3         | 17            | 2         |
|     | No  | 12                 | 11        | 13            | 9         |
|     | Unanswered  |                    |           | 1             |           |
|     | If yes, did you get help in college?  |                    |           |               |           |
|     | Yes   | 23                 | 3         | 13            | 2         |
|     | No  | 2                  |           | 4             |           |
|     | Help was received from:   |                    |           |               |           |
|     | A counselor.  | 12                 | 1         | 6             | 1         |
|     | A faculty member.   | 3                  |           | 3             |           |
|     | A student.  | 10                 | 1         | 5             | 1         |

TABLE 25  
ITEMS 12 to 19  
EFFECTIVENESS OF COUNSELING RELATIONSHIP

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 12. | How much interest did the counselor show in his job of counseling with you? |                    |           |               |           |
| A.  | He had a great deal of interest.  | 23                 | 12        | 17            | 9         |
| B.  | He seemed to be interested.   | 11                 | 2         | 13            | 2         |
| C.  | He did not show any interest.   | 2                  |           |               |           |
| D.  | He definitely lacks interest.   | 1                  |           |               |           |
|     | Unanswered  |                    |           | 1             |           |
| 13. | In trying to see the student's point of view, the counselor:                |                    |           |               |           |
| A.  | Is ver tolerant.  | 19                 | 7         | 11            | 6         |
| B.  | Tries to be fairminded.   | 17                 | 7         | 18            | 5         |
| C.  | Is sometimes overbearing and talks down to the student.                     |                    |           | 1             |           |
| D.  | Usually forces his pet ideas on students.                                   |                    |           |               |           |
|     | Unanswered  | 1                  |           | 1             |           |

TABLE 25 (continued)

|     |  | Experimental Group |           | Control Group |           |
|-----|--|--------------------|-----------|---------------|-----------|
|     |  | Full Time          | Part Time | Full Time     | Part Time |
| 14. | How did he deal with your problem?   |                    |           |               |           |
| A.  | He usually dictated the solutions.   |                    | 1         | 1             |           |
| B.  | He gave solutions to the problems.   | 3                  | 2         | 7             | 2         |
| C.  | He more often than not presented alternatives.   | 20                 | 5         | 14            | 4         |
| D.  | He always offered alternatives from which the student could choose.  | 14                 | 6         | 9             | 5         |
|     | Unanswered   | 1                  |           |               |           |
|     | Both C & D answered  | 1                  |           |               |           |
| 15. | The understanding that the counselor has of classroom conditions, problems, and the student-teacher relationship is: |                    |           |               |           |
| A.  | Clear and realistic.   | 13                 | 12        | 8             | 8         |
| B.  | Adequate.  | 22                 | 2         | 20            |           |
| C.  | Lacking and confused.  | 1                  |           |               |           |
|     | Unanswered   | 1                  |           | 2             |           |



TABLE 25 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 16. | The information possessed by the counselor concerning requirements of the various department of the college is: |                    |           |               |           |
| A.  | very limited and inaccurate.  | 1                  | 1         | 1             |           |
| B.  | somewhat limited and varying in accuracy.   |                    |           |               |           |
| C.  | usually comprehensive and quite accurate.   | 22                 | 7         | 4             |           |
| D.  | always comprehensive and accurate.  | 7                  | 5         | 5             | 5         |
|     | Unanswered  | 2                  |           | 2             |           |
| 17. | How do you feel about the amount of time given for interviews by the counselor?                                 |                    |           |               |           |
| A.  | Interview is quick impersonal and rushed.   |                    |           |               |           |
| B.  | Interview feels somewhat hurried.   | 5                  | 1         | 2             | 1         |
| C.  | Interview time is reasonable.   | 15                 | 5         | 15            | 4         |
| D.  | Length of interview is set by the student.  | 16                 | 8         | 13            | 6         |
|     | Unanswered  | 1                  |           | 2             |           |
|     | Both C & D  |                    |           | 1             |           |

TABLE 25 (continued)

|     |   | Experimental Group |           | Control Group |           |
|-----|---|--------------------|-----------|---------------|-----------|
|     |   | Full Time          | Part Time | Full Time     | Part Time |
| 18. | When advising students in course selection, the counselor:  |                    |           |               |           |
| A.  | provides needed information so that students can make good choices in line with goals and objectives. | 24                 | 12        | 21            | 9         |
| B.  | sometimes allows students to make their own choices.  | 8                  | 1         | 6             | 2         |
| C.  | tried to dissuade students from their choices.  | 2                  |           | 1             |           |
| D.  | disregards students wishes.   |                    |           |               |           |
|     | Unanswered  | 3                  | 1         | 3             |           |
| 19. | Did you feel that the counselor accepted you?   |                    |           |               |           |
| A.  | Not at all.   |                    |           |               |           |
| B.  | A little.   | 3                  | 1         | 7             | 2         |
| C.  | A great deal.   | 19                 | 9         | 14            | 5         |
| D.  | Totally.  | 14                 | 4         | 9             | 4         |
|     | Unanswered  | 1                  |           | 1             |           |

TABLE 26

POST COUNSELING QUESTIONNAIRE--ITEM 20  
COMMENTS CONCERNING COUNSELORS,  
COUNSELING PROGRAM AND QUESTIONNAIRE

Experimental Group - Full Time Students

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20. In the space below, feel free to make any comments on the way you feel about the counselors and the counseling program or anything about this questionnaire.
1. The counselors whenever I needed them always responded in a good and fair manner."
  2. "I was very happy with the counselors at \_\_\_\_\_ until I was almost forced to finish this questionnaire. I was under the impression that there are about 9 counselors there, and each one varies in personality and ability. How the hell am I supposed to answer form questions about 9 people simultaneously, since I have contacted almost all of them. Even if there were only one there aren't enough answers to cover the question."
  3. "Since there was no mention of any specific counselor I don't see the point of questionnaire."
  4. "It has been a semester with many social and educational problems for me and I have gone quite frequently to get advice and encouragement. In view of the fact that neither of my parents are here in the U.S. I have personal adjustments to make by myself and have needed encouragement and fortunately enough I have been subsequently blessed with a thoughtful counselor as \_\_\_\_\_. I cannot adequately express my appreciation and thanks for these services, but with mere simplicity I'll say to all you beautiful and talented counselors and especially to \_\_\_\_\_ who has been so thoughtful, Thanks very much and keep up the good work of sending out workmen with a replenished supply of tools like me."
  5. "I believe the counseling I received was very helpful in solving both present and anticipated difficulties."

TABLE 26 (continued)

6. "More counselors are needed to handle volume of students adequately.

Constantly make known the fact that counselors are there for student benefits and they are always available."

7. "My experiences with the counseling services at \_\_\_\_\_ have been very pleasant and very worthwhile. I appreciate very much the time that has been devoted to my particular needs during my enrollment at \_\_\_\_\_."

8. "Please accept my apologies for not returning this letter at a sooner date."

9. "As the \_\_\_\_\_ campus is large and somewhat understaffed in this department, it is understandable that a counselor can devote only so much time and effort to individuals; however, I found the counseling services most informative and beneficial."

10. "All I have to say is just that I think that when I went to my counselor she was the best. I would also believe then that the rest of the counselors are just like her. They give 200% to the students."

11. "I have just completed the two years at \_\_\_\_\_, and I am keeping a very good memory of this school. I have had some very good instructors and I really was helped every time I really sought for help. For example, my biology teacher had a session at her house before every unit test. I found this very helpful, because you can be there with a group of students, exchange questions, opinions.

I also enjoyed very much my time in the English Department, as well as all the different activities they have for foreign students."

12. "I hope you will forgive the delay, I seemed to have foolishly misplaced the first questionnaire and then completely forgot about it."

TABLE 26 (continued)

13. "Concerning my counseling engagements at \_\_\_\_\_, I have always solved my problem economically, socially and mentally through and with the help of a counseling session and exceptional counselor.

Since some of my interviews have been so fabulous I hoped for a longer period of time to just go on talking about all sorts of things because it is such a worthwhile experience. I myself have recommended counseling services at \_\_\_\_\_ to my friends because "Man, you don't know what your missing!!"

14. "Counselors have helped me greatly, with sincere effort on their part. They were available to me when I needed them. I only regret I didn't take advantage of their counseling more often."
15. "Some of the questions asked would depend on the individual counselor."
16. "Two of the counselors I met had a bit too much of mother-type attitude and tended to be sympathetic and yielding rather than giving stern, clear-cut advice. I disliked being treated as a child. Speak to me as a man, though I am not one yet."
17. "I am completing my second year at \_\_\_\_\_. Since first coming here, the counseling service has had a complete turnover, in my estimation. From what I considered a very cheap and shoddy counseling set-up, the \_\_\_\_\_ college counseling service seems to have undergone a vast improvement. I just hope that the general treatment of incoming freshman has improved. I can still remember quite vividly how insecure and uncomfortable I felt at the hands of the impersonal and incapable people who ran the registration at that time."
18. "The counselor was very helpful and I think the whole department encourages the student body to use its services. If students don't benefit from the services of the counseling department, it is because of the students own lack of interest."

TABLE 26 (continued)

19. "Besides yourself \_\_\_\_\_ and \_\_\_\_\_ are the only two counselors who actually care to really find out about the student and find out what he or she wants. I suggest that the school get in full-time social workers to do the job adequately."
20. "I think because of the difficulty sometimes experienced when trying to see a counselor, many students will not get the help they could have if they discussed academic questions with a counselor."
21. "I don't understand the purpose of this questionnaire."

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CONTROL GROUP - FULL TIME STUDENTS

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1. "There should be a full time psychologist available to students who may wish limited psychiatric help."
2. "\_\_\_\_\_ and \_\_\_\_\_ have been extremely helpful to me in counseling. It was through \_\_\_\_\_ that I received an ISSC grant."
3. "In the few meetings I had with the counselors, I found the meeting somewhat hurried. What problems I had were adequately answered and alternatives were offered so that I may decide for myself as to which alternative would be most beneficial to my individual interests."
4. "This questionnaire is very comprehensive and I think that it is a good idea to find out what the students think about the counselors at their school.  
  
I was happy to fill out this form and I hope my comments will be of some use for the betterment of relations in \_\_\_\_\_ college."
5. "I requested to see the counselor. He saw me and told me to wait 5 minutes. Forty minutes later, I left. (He never came back) I had to wait the next day to see him, but I had as long an interview as I wished. However, it would have been more convenient to see him the first day."

TABLE 26 (continued)

6. "The counseling program is very useful to the student and very helpful."
7. "I am now a student at Chicago State College, South. I have never talked to a counselor while I was at CCC, however, entering CSC was the first time I have talked to a counselor since I was in high school. My discourse with him was just pertaining to school."
8. "I don't think that I have had enough experience to answer the questions. The only time I have come in contact with the counselors is when I make out the class schedule."
9. "Most counselors are interested in helping the student. This is true, however, only of those who are professional counselors and not teachers who double as counselors during the rush registration period. These 'part time' counselors know little of the requirements of 4-year institutions or departments in colleges other than their own.

I have had very little occasion to speak with a counselor in my two years at \_\_\_\_\_, and I find the last page of this questionnaire very difficult to answer."

10. "I do not want the counseling department to feel slighted because I haven't brought my problems to them. I know of students who think the counselors do a very fine job. As for myself, I have been able to solve my problems with a faculty member who has taken a personal interest in me.

Regarding the questionnaire: The choices in some of the multiple choice questions are not a true representation of some of my feelings. I would suggest that the letter "E" be put in and leave the line blank for the student.

Sorry to have taken so long in answering, but I guess I am a procrastinator at heart."

11. "I can't answer No. 18 since some counselors do not know specific requirements in certain fields. Some only say what they think is required but are not sure."

TABLE 26 (continued)

12. "Many students at \_\_\_\_\_ seem to be in the midst of figuring out themselves, they could use therapy."
13. "Counselors are only human and cannot be knowledgeable in all areas. They try very hard to help the students and seem to be deeply interested in the outcome of their work."
14. "Good."
15. "Counseling service is very good, my only criticism is that there is not enough counselors."
16. "I have summed up my comments in the previous questions. I have always found the counselors willing to help and \_\_\_\_\_ adequately prepared. They are very friendly and understanding people."
17. "I believe that young kids; kids who are actually enrolled in this college should be counselors. The reasons: 1) many young kids can better understand this generation, 2) we find it easier to relate to a person who can fully empathize with us, our goals, desires and ideals, 3) dealing with a person your age and mind level would make discussing any personal dilemmas much easier, 4) young kids should be represented by one of them. If you do not agree with me, maybe you can form a committee of young people to assist counselors and further enlighten them in the problems of youth today. I realize that a counselor many times must attend certain classes or achieve a certain status in order to qualify for a counseling position. However, all the training in the world will not broaden a narrow-mind or bridge the widest gap. After all isn't the student the main concern and not how one must achieve the position?"
18. "\_\_\_\_\_ who has been my Co-op Counselor for the past five semesters has always been there when any of his students needed help so I've never used anyone else as a counselor but him. He was more or less like a big brother to talk to."



19. "I feel that the counseling program at \_\_\_\_\_ is very good, although I myself have not used its services often. I also feel that the counseling done by \_\_\_\_\_ faculty members is another great service to students; as it was an aid to me."
20. "I'm sorry I couldn't answer questions 12-19. I believe you might find this information out by asking your staff."

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EXPERIMENTAL GROUP - PART TIME STUDENTS

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1. "I feel that the Counseling Program has done a lot to help students out. I hope that in the future years, they will do just as good."
2. "Would Mr. \_\_\_\_\_ please let me know his summer schedule? I would like to speak to him before the semester starts."
3. "My name is \_\_\_\_\_ and I had Mr. \_\_\_\_\_ for a counselor and as a student, I feel that he is the very best. This sounds a little out of the ordinary, or maybe even boastful, but I feel this way very sincerely in all regards. All through the years that I have been attending school, I've had counselors and didn't even know their names. Mr. \_\_\_\_\_ is a terrific guy as a person and as a teacher."
4. "I feel that the counselor I went to was very fair and open minded. I wish there were more teachers and people like him in the school. It would make the whole thing of going to school a lot easire."
5. "The counseling program at \_\_\_\_\_ is very excellent. The staff is warm and friendly and are willing to talk to a student about anything he wants. This is helpful in making future plans and at the present moment."
6. "The only counselor I came in contact with was Mr. \_\_\_\_\_ and I feel sure if I need any help with school problems that he would be willing and able to help."
7. "A person can really be surprised by the personal interest counselors take in students problems and the devotion they have to obtaining the best results possible."

TABLE 26 (continued)

8. "I did not realize what jobs were readily available or what classes were required to receive an AA degree. Mr. \_\_\_\_\_ I found was most helpful and took a very sincere attitude to help me."

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CONTROL GROUP - PART TIME STUDENTS

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1. "I have had some experience with a few counselors and I can say that some of them went out of their way to help me, while others didn't care too much."
2. "I felt that the counselor accepted me as a unique individual in a student role--my own unique needs and problems and was capable of great understanding and comprehension of my feelings and needs."
3. "All students must be proud and must appreciate the counselors help and their presence at any time. Students ought to show respect and admiration for counselors and faculty members. Without these industrious, ardent, and humanitarian counselors and faculty members, \_\_\_\_\_ College should have been vacant and completely inactive. Counselors and faculty members of \_\_\_\_\_ College will remain a great value for all students, also a remembrance for all the life of young and old alike."
4. "The Counselors are strongly needed, but some students feel too shy to make an appointment when they really need help, or else wait until it's too late. I think it would be a good idea if for each semester, each student was assigned to fulfill one hour (not a credit hour) in conference with a counselor."
5. "I feel the counseling program at \_\_\_\_\_ is adequate. The only thing they need is a better testing and understanding of other 4 year institutions and how to help the student to take the right courses to get into that institution."

pre-and Post Comparison on Degree of Self Understanding

The results of the two groups on the pre-test are shown in Table 27 concerning the degree of self-understanding. It is noted that the numerical scores refer to per cent of positive responses. Thus, 85.6 per cent of the pre-test responses by the experimental group were positive. Eighty six per cent of the pre-test responses by the control group were positive. Thus, the writer concludes that there was no significant difference between the experimental and control group with respect to self-understanding prior to the intensive counseling.

TABLE 27

PER CENT OF POSITIVE RESPONSES TO ITEMS  
MEASURING SELF-UNDERSTANDING<sup>a</sup>

|              | Pre Test | Post-Test |
|--------------|----------|-----------|
| Experimental | 85.6     | 87.9      |
| Control      | 86.0     | 86.7      |

<sup>a</sup>Tables 27 and 28 are based on computations from the full-time student groups.

The third hypothesis, part (a), stated that after the intensive counseling, results would indicate that there would be no significant difference in the degree of self-understanding perceived by students in the experimental and control groups. Data presented in Table 27 causes acceptance of this hypothesis.

Although the experimental group does demonstrate a higher degree of self-understanding, the difference, 2.3 per cent, is not significant.

#### Effectiveness of the Counseling Relationship

A similar conclusion may be drawn with respect to the hypothesis concerning the effectiveness of the counseling relationship. Here, as indicated in Table 28, experimental and control groups yield percentage indices which do not differ significantly. Items 12-19 were used to measure the effectiveness of this relationship. Thus, the third hypothesis, part (b), is supported.

TABLE 28  
PER CENT OF POSITIVE RESPONSES TO  
ITEMS MEASURING EFFECTIVE-  
NESS OF THE COUNSELING  
RELATIONSHIP

|              | Pre-Test | Post-Test |
|--------------|----------|-----------|
| Experimental | 84.9     | 92.4      |
| Control      | 80.9     | 89.4      |

Although the overall difference was not significant, it was decided to run phi coefficients on each individual item using experimental and control groups as one dichotomy, and positive or negative responses as the other dichotomy, in the hope of identifying individual factors which related to the small positive difference.

The results in Table 29 indicate that only one of the items on the pre-test yields a correlation of .20 or above, and three of the items on the post-test yield correlations of .20 or above.<sup>2</sup> For the purposes here it may be noted that items 12, 14 and 19 demonstrate a higher  $r$  on the post test results. It is interesting to note that these items are concerned with the counselors' interest in the student, the method of dealing with the students problems and whether or not the student felt accepted by the counselor. Although no definite conclusions can be drawn it is suggested that future research focus upon these facets of the counselor student relationship.

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<sup>2</sup>Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin, 1964), p. 225. Hillway submits that "a positive correlation of .20 or higher may be considered sufficient evidence of a positive degree of relationship."

TABLE 29

PHI COEFFICIENTS OF INDIVIDUAL ITEMS  
MEASURING THE EFFECTIVENESS  
OF COUNSELING RELATIONSHIP<sup>a</sup>

| Items | Coefficient of Correlation |      |
|-------|----------------------------|------|
|       | Pre                        | Post |
| 12    | .03                        | .44  |
| 13    | -.03                       | -.11 |
| 14    | -.01                       | .36  |
| 15    | .78                        | .11  |
| 16    | -.07                       | .00  |
| 17    | -.07                       | .12  |
| 18    | .07                        | .06  |
| 19    | -.04                       | .22  |

<sup>a</sup>Phi coefficient are computed from the full-time student responses to the questionnaire items.

Grade Point Average

A methods-by-level analysis of variance was used to determine if there was any difference between the mean grade point averages of the experimental and control groups by ability levels and by group totals. Table 30 depicts the methods by level analysis.

TABLE 30  
METHODS BY LEVEL ANALYSIS OF VARIANCE

|                    | Sums of Squares | Df         | Variance |
|--------------------|-----------------|------------|----------|
| Methods            | .0972           | 1          | .0972    |
| Levels             | 28.1893         | 6          | 4.6982   |
| Cells              | 28.8055         | 13         |          |
| Methods and Levels | .5190           | 6          | .0865    |
| Within Sub-groups  | <u>15.9342</u>  | <u>153</u> | .1041    |
| Total              | 44.7397         | 167        |          |

The methods by level analysis of variance indicates that there is no significant difference within the sub-groups or by group totals. The F ratios respectively are .93 and .83. One interpretation of the lack of significant difference is that the basic thrust in the intensified counseling program was to acquaint the student with his interests, attitudes, and ability levels. Here, future research could focus on a more elaborate counseling program which would include such factors as methods of study, note taking, reading achievement levels, and assessment of initial placement into junior college curricula.

#### Student Retention

Descriptive statistics (see Table 31) were used to show retention rates of experimental and control groups.

TABLE 31  
STUDENT RETENTION<sup>a</sup>

|              | Experimental |      | Control |      |
|--------------|--------------|------|---------|------|
|              | N            | %    | N       | %    |
| Graduate     | 43           | 43.4 | 26      | 26.3 |
| Non graduate | 51           | 51.3 | 72      | 72.4 |
| Withdrew     | 5            | 5.3  | 1       | 1.3  |

<sup>a</sup>Retention rates are computed from the full-time student groups.

Here, more students withdrew from the experimental group than the control group. The reasons for this primarily are that many students, although full-time academically, must of necessity work because of socio economic background, and frequently outside work commitments increase over original expectations to the point that the student cannot continue to pursue successfully his academic work. This problem indicates the need for a substantial increase in junior college financial aid and work-study programs.

#### Attitudes and Interests of Graduates and Non-graduates

All students in the experimental group were given the opportunity to take the California Test of Personality and Kuder Preference Record. The primary purpose in administering these measuring devices was to give counselors more information for guidance purposes. Even though there was a comparable number of graduates and non-graduates in the experimental group who took



these measuring tools, the true value of the results in aiding students in setting realistic choices can only be speculative.

A study of the mean performances and standard deviations of the graduates and non-graduates is presented in Table 32. Even though there is not a statistically significant difference between any of the means, the graduates do show a higher average score with respect to all of the attitudes measured with the exception of self-reliance and family relations. In these two instances the groups were still comparable. The largest single difference between the groups is indicated in the "total personal adjustment" score where the mean for the graduates is 65.0 and for the non graduates 61.3. The smaller standard deviation of the graduates with reference to "total personal adjustment" indicates a more homogeneous group with reference to attitudes. As these attitudes were pre-measures, they do not indicate effects of the intensified counseling received during this experiment. It would be interesting to attempt to measure attitudinal changes after intensified counseling.

TABLE 32  
ATTITUDES OF  
GRADUATES (N=23) VS. NON-GRADUATES (N=23)  
IN THE EXPERIMENTAL GROUP

|                           | Mean  |           | Standard Deviation |           |
|---------------------------|-------|-----------|--------------------|-----------|
|                           | Grads | Non-Grads | Grads              | Non-Grads |
| Self-Reliance             | 10.7  | 10.9      | 2.43               | 2.69      |
| Personal Worth            | 10.8  | 9.7       | 1.95               | 2.79      |
| Personal Freedom          | 11.2  | 10.2      | 2.35               | 2.89      |
| Belonging                 | 11.8  | 11.4      | 1.61               | 2.97      |
| Withdrawing Tendencies    | 10.0  | 9.9       | 3.00               | 2.97      |
| Nervous Symptoms          | 9.9   | 9.4       | 2.09               | 3.81      |
| Total Personal Adjustment | 65.0  | 61.3      | 10.71              | 14.12     |
| Social Standards          | 11.4  | 10.0      | 2.02               | 2.13      |
| Social Skills             | 9.5   | 9.4       | 2.15               | 2.68      |
| Anti Social Tendencies    | 12.0  | 11.7      | 2.18               | 2.85      |
| Family Relations          | 9.7   | 9.8       | 3.12               | 4.12      |
| School Relations          | 8.7   | 8.5       | 2.85               | 3.60      |
| Community Relations       | 8.9   | 8.7       | 3.41               | 3.43      |
| Total Social Adjustment   | 59.6  | 58.0      | 9.17               | 13.57     |
| Total Adjustment          | 124.6 | 119.3     | 14.70              | 25.91     |

Table 33 presents the means and standard deviations of those graduates and non-graduates with Kuder scores. Since the number of students taking this inventory was small, it is difficult to generalize the results. The non-graduates

indicated greater interest in the areas of "outdoor" and "scientific" while the graduates demonstrated the greatest interest in "social service". The latter is not surprising in view of the fact that a large number of City Colleges of Chicago graduates eventually go into teaching. Even though interest inventories are administered to many students beginning in high school, results obtained from college testing should yield better reliability since there is greater stabilization with maturity.

TABLE 33  
INTERESTS OF  
GRADUATES (N=13) AND NON-GRADUATES (N=11)  
IN EXPERIMENTAL GROUP

| Interest       | Mean  |           | Standard Deviation |           |
|----------------|-------|-----------|--------------------|-----------|
|                | Grads | Non-Grads | Grads              | Non-Grads |
| Outdoor        | 21.3  | 33.0      | 10.3               | 12.8      |
| Mechanical     | 34.9  | 34.1      | 15.6               | 9.8       |
| Computational  | 27.5  | 31.9      | 10.1               | 10.9      |
| Scientific     | 31.5  | 41.0      | 11.6               | 14.0      |
| Persuasive     | 48.1  | 44.4      | 14.5               | 18.3      |
| Artistic       | 26.4  | 26.7      | 11.6               | 10.0      |
| Literary       | 28.0  | 28.8      | 11.2               | 12.9      |
| Musical        | 14.2  | 11.1      | 7.1                | 6.1       |
| Social Service | 58.8  | 41.8      | 16.5               | 16.7      |
| Clerical       | 47.9  | 45.2      | 16.6               | 13.0      |

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Much descriptive research has been compiled concerning the junior or community college student. Hoyt, along with Quay and Dole, has warned of the large diversity among junior colleges and among students at these colleges, and the caution which should be exercised in generalizing about junior colleges and their students.<sup>1,2</sup>

#### Pitfalls of Descriptive Research

One of the pitfalls of descriptive research is that, frequently, one profile emerges as that of the "typical" junior college student. A true junior or community college does not have one population of students, but many populations, depending upon the functions that it seeks to fulfill. To "average" in the

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<sup>1</sup>Donald P. Hoyt, "Description and Prediction of Diversity Among Junior Colleges," Personnel and Guidance Journal, 46 (June, 1968), 997-1004.

<sup>2</sup>Alan T. Quay and Arthur A. Dole, "Changes in Community College Perceptions Before and After Matriculation," Journal of College Student Personnel, 13 (March, 1972), 120-25.

statistics of those students pursuing remedial programs or an adult education program with the statistics of those students in the baccalaureate and occupational-technical programs yields a composite profile that, in essence, has little or no meaning.

#### Community College Has Diverse Students and Programs

The community college or "people's college" serves the needs of many groups; consequently, over the years, many different types of programs have emerged. Because of the heterogeneity of its populations, counseling should be recognized as one of the most important functions of the community college.

#### Effects of Intensive Counseling

In view of the heterogeneity of the students and the fact that the City Colleges of Chicago historically has had small graduating classes in relation to its total enrollment, the present research was undertaken to determine the differential effects of an intensified counseling program on sophomore junior college students. The experimental group in this research was subjected to an intensive counseling effort with the hope that this service would help them to successfully complete their junior college education. In addition to assessing their academic achievement, the students in the experimental group were invited to take attitudinal and interest inventories which could possibly be of aid in the counseling process. An attempt was also made to measure the degree of self-understanding and the

effectiveness of the counseling relationships.

### Research Conclusions

The scientific study of educational problems is affected not only by the complexity of human behavior itself but also by the techniques and instruments available to measure manifestations of this behavior. In educational research, whether the hypotheses are rejected or accepted, it is most difficult to isolate the casual factors. This research was no exception. The conclusions of this research can be stated in terms of its criteria, namely:

- (1) The intensified counseling did significantly increase the graduation rate. While the specific factors in the counseling process which contributed to this increase may not be totally explained by this research, the fact that graduation requirements and the mechanics of applying for graduation were reemphasized with the candidates undoubtedly contributed to students graduating who otherwise would not have. With many students, the problem of graduating may not primarily be one of an academic nature, but one of a lack of motivation for an Associate in Arts or Associate in Science Degree coupled with a lack of understanding of the requirements for the Degrees. In this experiment the

counselors' continued emphasis on the Associate Degree did contribute to the increase in number of graduates.

- (2) The intensive counseling did not have a significant effect on self-understanding and effectiveness of the counseling relationships. The lack of a program specifically structured to help achieve these goals might have been a contributing factor. As demonstrated by students in Tables 19 and 26, a further consideration might have been the nature of the measuring instrument. The additional counseling did not increase the post-GPA of the experimental group, nor was it hypothesized that it would.
- (3) Ability, as measured by the GPA, did not contribute to the increase in the number of graduates. This was indicated by the lack of its correlation with post-GPA and by graduate/non-graduate comparisons. Even though pre-GPA correlated highly with post-GPA, the analysis of variance yielded no significant difference between the experimental and control groups. The relative contribution of attitude in predicting graduation proved negligible. While the attitudinal and interest inventories might have been helpful tools in counseling students in the

experimental group, their predictive validity was non-existent.

- (4) There was no basic difference in the retention and withdrawal rates in the experimental and control groups. This is probably accounted for by the fact that in two of the colleges all of these students had sophomore standing and were pursuing a full-time program. The total withdrawal rate of six per cent was less than one third of the total institutional withdrawal rate.
- (5) The general conclusion of this study indicates that additional counseling of prospective graduates can increase the graduation rate. As indicated by the analyses, this increase cannot be explained in terms of ability, attitude, pre-GPA, nor interest. The specific factors in the counseling process that contributed to this increase could not be determined by this study.
- (6) It was pointed out to the author of this dissertation by the Vice President for Student Affairs at College A, that in the year following the culmination of the study, they experienced the largest graduation class in the history of the college. It is interesting to speculate that perhaps an "incuba-



tion" period was necessary for the "treatment" to take effect.

### Recommendations

- (1) Counseling services for prospective graduates should be improved. This study emphasized the quantitative aspect and demonstrated the positive effects of a lower student-counselor ratio.
- (2) Many junior college students do not graduate because of the lack of interest in the A.A. degree and/or a lack of knowledge of graduation requirements. The City Colleges of Chicago (CCC) needs to increase its efforts in making and keeping students aware of requirements. This practice should begin in the freshman year and continue until graduation. The value of identification of potential graduates and individualized attention can have a lasting value for the careers of students. Of an internal nature, the CCC should thoroughly re-evaluate its current graduation policy and establish common requirements among its colleges. An inter-college committee should be established specifically for this purpose.
- (3) As has been demonstrated by most other studies, there is an acute need in junior colleges for predictive

measurement instruments. Even though national testing agencies have begun efforts in this area, additional work needs to take place. A concomitant of this problem relates to reliable grading practices of faculty. Faculty needs to be educated in evaluation procedures.

- (4) A more thorough analysis needs to be made of the factors in the counseling process which contribute to increased student success. This analysis should include in-depth interviews with students, as well as other techniques, in order to get a better understanding of the counseling process. This will necessitate an experimental design with tighter controls than were used in this study.
- (5) Counselors should visit or conduct follow-up studies with graduates to gain a better understanding of the problems as seen by the students in meeting degree requirements. The counselors should see scheduling, program and checking credits for graduation as important functions.

APPENDIX I

COLLEGES A, B, C, AND D

Dear

The Office of Student Personnel is participating in a special counseling program for students who have achieved sophomore status at the College. You have been chosen as a student who is eligible for participation in this program. I hope that you will volunteer to participate.

As part of this program early academic advising for the Spring Semester has been arranged for each participant. The early registration will be completed by arranging an appointment with me. This appointment may be secured by coming to the Office of Student Personnel, Room , as soon as possible and signing up for a convenient time on a special sheet which will be designated for students in this program.

Another important part of this special program will be to make available to you guidance services which may help you in your planning -- vocationally and educationally. These services will be explained at the time of our appointment.

One of the purposes of this program is to review the counseling services you may have used in the past in order for our office to evaluate its program and plan improvements for future students. One method which will help us obtain student ideas for this planning is to ask you. Thus a questionnaire is enclosed which I would like you to complete and bring in at the time of your appointment. Please do not write your name on it, so that you will feel free to respond in a forthright manner.

Your participation in this program will be appreciated. The program is designed primarily to help you plan for your future. I am looking forward to our conference. Please come to Room and make an appointment as soon as possible.

Sincerely yours,

Counselor

APPENDIX II  
COLLEGES A, B, C, AND D

The Office of Student Personnel is participating in a research project concerning the counseling program in the Chicago City College system. Since students of sophomore status would have experience with the present system, you have been chosen to help evaluate the program. I hope that you will volunteer to participate.

The enclosed questionnaire is designed to give student opinion about the present counseling program. It is through students' opinions that improvements can be planned which will benefit future students. Will you please take a few minutes to complete it?

Please do not write your name on the questionnaire so that you will feel free to respond in a forthright manner. A stamped return envelope is enclosed for your convenience.

The services of the Office of Student Personnel, Room , are offered to all students. If you would like to talk with a counselor concerning your educational and vocational plans, please make an appointment in Room . Counselors are available Monday through Thursday 9 a.m. - 9 p.m. and Friday 9 a.m. - 4:30 p.m. We welcome the opportunity to talk with you about your concerns and plans for your future.

Your participation in this project will be appreciated. May I thank you in advance for returning the questionnaire promptly?

Sincerely yours,

Counselor

APPENDIX III  
COLLEGES A, B, C, AND D

Dear

As you will recall you have been chosen to help the Office of Student Personnel in a project of evaluating the counseling program in the Chicago City College system. I appreciate your participation in this research project.

In order for us to complete this project, we would like your opinion concerning the counseling services at the end of the current semester. Perhaps you have had additional experiences during the semester which have either confirmed your ideas about the counseling program or have changed them. In either case, I would like to hear from you.

Will you be so kind as to complete the enclosed questionnaire and return it as soon as possible in the self-addressed stamped envelope. This is necessary in order to have a measure for each semester of your sophomore year.

Thank you for your help in this project. Best wishes to you in pursuing the goals you have set for yourself.

Sincerely yours,

Counselor

# APPENDIX IV

## CITY COLLEGES OF CHICAGO COUNSELING QUESTIONNAIRE

**DIRECTIONS:** In this questionnaire you are asked to provide certain facts about yourself and your experience with your College Counseling Program. All of the questions can be answered by a few words or by writing an (X) or circling the alternative that comes closest to describing your situation. Please answer all questions as accurately as possible. Thank you for your cooperation.

Male ☐ Female ☐ Age ☐ Single ☐ Married ☐ Other ☐

Number of earned credits: 30-34 ☐ 35-39 ☐ 40-44 ☐ 45-49 ☐  
50-54 ☐ 55-59 ☐ Over 60 ☐

What is your major? ☐ College Transfer ☐  
Occupational ☐

1. Do you know where the Counseling Offices for your college are located?  
Yes ☐ No ☐

2. About how many times have you gone to a counselor for help of any kind during this past school year?  
☐ None ☐ Three to five times  
☐ Once or twice ☐ Six or more times

3. Have you experienced difficulty in seeing a counselor?  
Yes ☐ No ☐

4. Have you needed help while in college in choosing your subjects or courses?  
Yes ☐ No ☐  
If yes, did you get help at college? Yes ☐ No ☐  
Help was received from:  
☐ a counselor.  
☐ a faculty member.  
☐ a student.

5. Have you needed help while in college with personal problems?  
Yes ☐ No ☐  
If yes, did you get help in college? Yes ☐ No ☐  
Help was received from:  
☐ a counselor.  
☐ a faculty member.  
☐ a student.

DIRECTIONS: Items 12 to 19 concern the counselor or academic advisor who assisted you while attending this college. Circle only one response for each item.

12. How much interest did he show in his job of counseling with you?
  - A. He had a great deal of interest.
  - B. He seemed to be interested.
  - C. He did not show any interest.
  - D. He definitely lacked interest.
13. In trying to see the student's point of view, the counselor:
  - A. is very tolerant.
  - B. tries to be fair-minded.
  - C. is sometimes overbearing and talks down to the student.
  - D. usually forces his pet ideas on students.
14. How did he deal with your problems?
  - A. He usually dictated the solutions.
  - B. He gave solutions to problems.
  - C. He more often than not presented alternatives.
  - D. He always offered alternatives from which the student could choose.
15. The understanding that the counselor has of classroom conditions, problems, and student-teacher relationship is:
  - A. clear and realistic.
  - B. adequate.
  - C. lacking and confused.
16. The information possessed by the counselor concerning requirements of the various departments of the college is:
  - A. very limited and inaccurate.
  - B. somewhat limited and varying in accuracy.
  - C. usually comprehensive and quite accurate.
  - D. always comprehensive and accurate.
17. How do you feel about the amount of time given for interviews by the counselor?
  - A. Interview is quick, impersonal, and rushed.
  - B. Interview feels somewhat hurried.
  - C. Interview time is reasonable.
  - D. Length of interview is set by the student.
18. When advising students in course selection, the counselor:
  - A. provides needed information so that students can make good choices in line with goals and objectives.
  - B. sometimes allows students to make their own choices.
  - C. tries to dissuade students from their choices.
  - D. disregards student wishes.

6. Have you needed help while in college in changing your educational program or major? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, did you get the help in college? Yes \_\_\_\_\_ No \_\_\_\_\_  
\_\_\_\_\_ a counselor.  
\_\_\_\_\_ a faculty member.  
\_\_\_\_\_ a student.
7. Have you become aware of a better understanding while in college of your interests and abilities? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, check one or more:  
\_\_\_\_\_ From tests \_\_\_\_\_ From a faculty member  
\_\_\_\_\_ From a counselor \_\_\_\_\_ Other (Specify) \_\_\_\_\_
8. Have you found a better understanding while in college of the occupations you might choose? Yes \_\_\_\_\_ No \_\_\_\_\_  
\_\_\_\_\_ By studying an occupation in a class  
\_\_\_\_\_ By reading material in the Student Personnel Center  
\_\_\_\_\_ By talking with a counselor  
\_\_\_\_\_ By talking with a faculty member  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_
9. Have you received a better understanding while here of the college you want to attend after leaving this institution? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, check one or more:  
\_\_\_\_\_ By reading the school catalog of the college of your choice  
\_\_\_\_\_ By talking with a counselor  
\_\_\_\_\_ By talking with a faculty member  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_
10. Have you obtained a better understanding while here of the jobs available to you? Yes \_\_\_\_\_ No \_\_\_\_\_  
\_\_\_\_\_ By talking with an employer  
\_\_\_\_\_ By contacting an employment agency  
\_\_\_\_\_ By talking with a counselor  
\_\_\_\_\_ By talking with a faculty member  
\_\_\_\_\_ Other (please specify) \_\_\_\_\_
11. Have you needed help while attending this college in obtaining information about scholarships or loans? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, did you get help in college? Yes \_\_\_\_\_ No \_\_\_\_\_  
Help was received from:  
\_\_\_\_\_ a counselor.  
\_\_\_\_\_ a faculty member.  
\_\_\_\_\_ a financial aids officer.  
\_\_\_\_\_ a student.



19. Did you feel that the counselor was personally interested in you?
- A. Not at all.
  - B. A little.
  - C. A great deal.
  - D. Totally.
20. In the space below, feel free to make any comments on the way you feel about the counselors and the counseling program or anything about this questionnaire.

(Continue on back of page if necessary)

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APPROVAL SHEET

The dissertation submitted by Wesley E. Soderquist has been read and approved by members of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

December 13, 1972  
Date

Robert Christie  
Signature of Advisor